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ABSTRACT

This report outlines the Seattle Public Schools' high School program, with an emphasis on preparation for college and employment. Part I describes the seminar, held in 1982-83, which generated this report. It explains that recommendations contained in this report will become guidelines for schools as they move towards the district's goal of school-based management. Part II summarizes the public's positive perception of Seattle's schools, and addresses the concern, nonetheless, that the high schools are not adequately preparing the 80 percent of all students who will take jobs requiring occupational training. Part III lists assumptions on which the study is based; the dominant one is that all students are educable and that high schools are responsible for preparing them for the future. Part IV arranges, in order of priority, the general recommendations put forward in Part V; the recommendations in Part V cover: implementing change; expansion of vocational education; provision of specialty courses and programs; and graduation requirements. Parts VI through X make recommendations, respectively, for: curriculum; instruction; guidance, counseling, and support services; organization and finance; and policy. The final sections of the report include a conclusion, acknowledgements, a glossary, effective schools policies, and State graduation requirements. (KH)

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HIGH SCHOOL PROGRAM

Seminar Report

Seattle Public Schools

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Seattle Public Schools

HIGH SCHOOL PROGRAM

Seminar Report

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I.

INTRODUCTION

In March, 1982, the Seattle School Board directed a seminar to study the high school program with an emphasis on preparation for employment. To accomplish this task, a twelve-member Seminar met daily for three and a half weeks in late October and early November of 1982 and for three and a half more weeks beginning in January of 1983. The total high school program was studied during the fall session (Phase I) and vocational and career education during the winter session (Phase II).

The Seminar, which is composed of Board members, high school principals, teachers, central office administrators, and representatives of business and the community, conducted an intensive review of the subject including:

- Consideration of opinions from mini-seminars for high school principals, department heads, and the community
- Presentations by more than 250 individuals, groups, and agencies
- Consideration of District data, programs, and curriculum areas
- Review of the national high school studies and other current literature on the high school and on career and vocational education
- Tours of Sno-Isle Skills Center, Central Seattle Community College, Lake Washington Vocational/Technical Institute, West Seattle High School Career Center, and Nathan Hale High School vocational programs
- Considerable discussion and debate

Information from all these sources was considered. The report that follows reflects the recommendations of the Seminar after many days of hearing valuable and sometimes contradictory testimony.

This report combines the Seminar's findings and recommendations from Phases I and II. It will now go to the School Board for their review and action on the policy recommendations.

Following Board action, an implementation plan will be prepared by the Curriculum and Instruction Division primarily and by other Divisions as appropriate. The Seminar will be called back in session periodically to monitor the implementation of its recommendations.

The recommendations will become part of District-wide guidelines within which individual high schools operate. The Seattle School District is currently moving toward school-based management. These District guidelines will aid building administrators and other school staff by identifying areas of flexibility as well as limits in school-based management.

Our report is offered with optimism regarding the future of Seattle high schools and in agreement with the position expressed in the following statement from the Effective Schools Seminar Report:

> We offer our report with a great deal of respect for the overall quality of the Seattle program, and for the lively interest and commitment of the community to education. We believe firmly that the challenge of the 80's in Seattle schools is to reach a higher degree of performance from students and staff, and a higher quality of partnership between school and community.

The Seminar on the High School Program offers its report as a step in meeting this challenge.

II.

SUMMARY OF PUBLIC COMMENTS AND THE LITERATURE

Several major economic and social trends have important implications for education today and in the immediate future. According to presentations made to the High School Seminar, these trends include:

- More economic growth in information processing and services than in basic industries as the nation's economy is restructured[1]
- A related need for workers who function effectively in the broad areas of information processing and related technology[2]
- The need for workers entering the employment market to have a higher level of skills than in the past[2]
- A high percentage of total employment forecasted to be in fields not requiring four-year college degrees[2]

These and other similar trends suggest that today's high school graduates face a complex and rapidly changing world.

A fundamental issue addressed by the Seminar was, "Are Seattle high schools adequately preparing their students for employment, for education beyond the high schools, and for life in this complex world of the eighties?" During Phase I of the Seminar, some university and community college faculty suggested weaknesses in college preparatory programs. They pointed out that a number of their students are not able to read, calculate, or write at the college level, transfer certain skills from one subject area to another (e.g., apply calculus skills to a physics class), or apply higher order thinking skills (e.g., critical and analytical thinking).

During Phase II, vocational educators and representatives of business and industry questioned whether the high schools are adequately preparing the approximately 80% of the youth who will never receive a college degree but will take jobs that require occupational training. The Seminar heard that, in general, the public schools, and specifically Seattle schools, are not preparing young people for this type of employment. The data reviewed supported the testimony. In 1980-81, only 20% of Seattle high school students partici-

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[1] "Industry Employment Projections, 1982-1987, King County" and presentation provided by Carol Aaron, Manager, Research Dept., Seattle Chamber of Commerce.

[2] Vocational Education Planning Study for Seattle Public School District No. 1, Waldron, Pomeroy, Polk, & Smith, Architects, August 1982, p.i.

pated in vocational education (other than the home and family life program that is designed to prepare students for homemaking).[1]

General Comments on Vocational Education: The Seminar was told by vocational education teachers and former students that the Seattle vocational program was much stronger in the past. Although there are excellent programs in the schools today, several speakers stated that the course offerings lack variety and are not uniformly available to all Seattle high school students. Support for expanding the vocational course offerings came from many sources--a representative of the Mayor of Seattle, employers (especially in retail sales and the food industry), labor, students, and parents. Barriers cited to building an effective, expanded program were a perceived lack of School Board and administrative commitment to vocational education, public attitudes, the difficulty in obtaining teachers with a background in the crafts or trades and who stay current in their fields, and the cost of providing the basic equipment and facilities for specialized vocational programs.

To overcome these barriers, a number of speakers proposed either a Skills Center which would provide specialized vocational training or an Advanced Learning Center which would offer specialized or advanced vocational and non-vocational courses. A few persons spoke in support of using existing facilities at the community colleges or vocational/technical institutes to expand the vocational program. The time of day that most of these facilities are available (1:30-4:30 p.m.), cost, travel time, and the college environment (which is unsuitable for many high school students) were cited as disadvantages for using non-District facilities.

The need to provide training programs in which special education students can participate and the importance of such training to these students if they are to succeed in life was stressed by staff, parents, and employers of the handicapped. Vocational training and career education for bilingual students and for students in alternative and special programs were cited as other urgent needs. Providing the opportunity for more students to participate in supervised job situations (e.g., work-training-type programs or cooperative education) was also recommended.

Although supportive of vocational education, representatives of the Black community emphasized that vocational training should lead to meaningful employment in jobs that offer the opportunity for upward mobility. Such training should not prevent Black students from pursuing academic interests and should have high standards.

General Comments on Career Education: The Seminar heard that all students need certain skills in addition to basic skills in order to be effective citizens and productive workers. These skills which are learned through career education include such things as self-awareness skills; goal setting, planning, and decision making; interpersonal skills; and job-seeking and job-keeping skills. Staff and spokespersons for community organizations who are partners with the schools in providing career education were enthusiastic

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[1]The source of this information is the Vocational Education Planning Study, page 20. On page 36 of this Seminar report, reference is made to the 30% of all students who participate in vocational education. The 30% includes home and family life enrollment.

about the current opportunities for career exploration and planning in the Seattle high schools. Adequate funding; integration of career education into the curriculum; consistency in career information, opportunities, and guidance from school to school; expansion of career education opportunities (e.g., internships with industry or tours of businesses); continued District coordination of the organizations providing career education; and time for building-level staff to coordinate career activities were recommendations to the Seminar.

High School Reform and Improvement: During the seventies, prominent panels, committees, and commissions proposed some significant reforms in the organization, structure, and focus of the high school. Currently underway are six major, national studies and a number of less comprehensive studies on the high school. The groups now conducting these studies are emphasizing improving instruction, curriculum, counseling, and, to some extent, school organization as related to improvement in these other areas.[1]

The focus and some of the tentative findings from these national studies are parallel to those of the Seminar. Parents and other citizens, teachers, faculty from the university community, and current and former students urged the Seattle Public Schools to do a better job educating students. Several speakers said it is not so much changing what we are doing but how we are doing what we are doing. The public perceives that Seattle high schools are good and takes pride in their many positive features. Yet, the public has some serious reservations regarding the quality of education in Seattle high schools.

They perceive that we are not reaching all of our students. We need to do a better job motivating students, of meeting the needs of minority students, and of serving students with special problems. In a similar vein, parents emphasized the importance of encouraging minority and women students into areas of study or preparing them for employment in fields that they have not traditionally entered.

Curriculum: There is considerable support for core learnings which the Seminar defines as a set of objectives that specify the basic skills and knowledge every student needs. Interest was also expressed in a reduction in the number of elective offerings. Some parents and staff questioned if the curriculum is adequate to prepare students to live and work in a highly technological society and a world changing at an accelerated pace. Others raised the issue of the adequacy of the curriculum in specific subject areas (e.g., health education, substance abuse, nutrition, foreign language, vocational and career education, mathematics, science, and study skills). Support was voiced for more interdisciplinary courses, curriculum consistency from class to class and from school to school, and for a curriculum which presents the relevancy and value of coursework to the present and future life and work of students. The importance of having basic vocational courses in every high school was stressed by a number of speakers.

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[1] In addition to reviewing the literature describing the high school studies, the Seminar heard Robert Blum, of Northwest Regional Educational Laboratory, report on the results of a conference on the National Studies of the American High School held November 4-6, 1982.

Instruction: Persons testifying before the Seminar emphasized that improving instruction should be the number one priority for the high schools. The importance of teachers knowing and using research, of involving all learners, of having high expectations for students, of using a variety of instructional methods, and of employing technology to enhance instruction was stressed. Many speakers mentioned the importance of inservice training as a means to refresh the teaching corps.

Guidance and Counseling: Counseling was viewed as a means of humanizing and personalizing the schools and reducing student alienation. More students--ideally all students--should receive individual attention from counselors. Parents, counselors, and teachers expressed concern regarding the lack of early identification of high-risk students within each school and classroom and the transition of students from middle schools to the ninth grade.

According to some testimony, counselors need to do a better job advising non-college-bound students and should also place a higher priority on vocational counseling. In a similar vein, the Comprehensive Guidance Program, which includes career guidance and information, is not uniformly implemented throughout the District.

Organization and Finance: Several speakers accentuated the fact that the high school is organized the same way today as in 1900 and that the student of today is much different than his or her counterpart in 1900. Changing the length of the school day, the length of class periods, using the community as an extension of the classroom, and reorganizing the high school were suggested as strategies to modernize the high school.

The Seminar was urged to consider combining career and vocational education into one administrative unit and using state funds designated for vocational education entirely for that purpose. In addition, several speakers urged the District to more actively seek resources from the community.

Although there was strong support for comprehensive high schools, some citizens urged that specialized high schools (e.g., a fine arts high school, a technical high school, and/or a communications high school) be seriously considered. Several speakers endorsed the establishment of an International High School. Testimony was presented on the problems associated with RIFing[1] teachers and the effects this has had on program stability; the projected shortage of math and science teachers in the schools; and the importance of extracurricular and co-curricular activities in combination with the concern that financial and human resources are not adequate to provide an equitable activity program to meet the needs of all students.

Conclusion: In summary, the public perception of Seattle high schools is that they are good. Nevertheless, there are concerns--that the schools are not reaching all students, that the curriculum in some areas is inadequate, that instruction must be improved, and that changes in school organization are needed in order to more effectively deliver instructional services.

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[1]RIF (reduction in force) refers to a reduction in the number of employees in an organization due to a decrease in revenues and/or a change of the organizational goals or priorities.

Taking into consideration this testimony and the related information from all sources, the Seminar developed several general recommendations and a number of specific recommendations on instruction; curriculum; guidance, counseling, and support services; and organization and finance. The nine areas containing the most important recommendations were identified as priorities. The recommendations are classified as either short-term or long-range depending on the timing for their implementation. Implementation of short-term recommendations can occur beginning in the 1983-1984 school year or in the subsequent two years. Long-range recommendations may require the development of materials or programs, the passage of legislation, and further involvement of school and community groups; hence, implementation may not take place for several years.

III.

ASSUMPTIONS

The Seminar has identified the following assumptions on which the study is based:

> All Students are Educable. They Can and Will Learn If They Participate in an Appropriate Instructional Program.
>
> The High Schools Have the Responsibility To Prepare Our Students For the Future.

1. The purpose of schooling is to provide young people knowledge, skills, and values which are important to society.

2. Teachers are guides and models as well as subject-matter specialists and as such must be sensitive to the diverse backgrounds and beliefs of their students.

3. The District recognizes the importance of its responsibility to educate young people but also recognizes its resources are not adequate to meet all the needs of the young people it serves.

4. The District accepts the responsibility of seeing that the programs offered at different locations and at different levels fit together to form a complementary whole.

5. Student success in high school is related to a strong elementary and middle school program.

6. Funding is subject to fluctuation and plans for the improvement of instruction should not be tied to any single funding source. The District will continue to seek human and financial support from business and community sources.

7. The District will continue to serve an ethnically and socio-economically diverse population, and the Seattle Plan will be continued with periodic reviews to ensure that it meets the integration criteria established by the School Board.

8. The District will emphasize school improvement which is planned, implemented, and managed at the local school level with District-level leadership and within guidelines established by the School Board and District Administration.

9. Young people need to acquire the attitudes and skills that permit them to be lifelong learners. The rapid changes taking place in the world and in the work place make an openness to new learning and the ability to learn new things of the greatest importance to their future and the future of this society.

10. Educational research will increasingly impact teaching methods.

11. The shift toward information and high technology occupations makes proficiency in language, mathematics, and thinking skills more important than ever.

12. There will be fewer available teachers in certain fields as the discrepancy between salaries in industry and education widens.

13. A wider discrepancy in the standard of living may develop between those who are educated to deal with new technologies and those who are not.

14. Change is occurring at an accelerated rate.

15. Career education is a lifelong process.

16. The development and implementation of career and vocational education improvements will require the coordination of regular, special education, bilingual, alternative, vocational, and career education programs.

17. A variety of inservice programs will be necessary to facilitate the continuing education of staff in the new methods of instruction emerging from educational research.

18. Since an increasing number of students will go directly into the work force upon graduation, it is important that students be provided with career guidance and with skills that lead to entry-level employment.

19. Student success in school is related to a close working relationship and cooperation between the school and the home.

IV.

PRIORITIES

The Seminar has developed recommendations addressing a great many issues facing the high schools today. The group recognizes that it may not be possible for the District to implement all the recommendations due to limited human and financial resources. For this reason, and to provide direction as to which recommendations should be implemented first, the Seminar has identified nine areas containing the most important recommendations. The areas are listed in order of priority. For a complete list of recommendations, please refer to pages as indicated in the column on the right.

Area	Comments	Pages
1. Inservice training to improve instruction.	Instructional improvement is the number one priority. Inservice training is a tool to improving instruction as it assists staff members to continue improving their teaching skills and remain current in their fields.	42-49
2. Core learnings.	A set of core learning objectives should be developed to specify the basic skills and knowledge students need as a foundation for learning and for life in our society.	21-22
3. Expansion of vocational education.	Vocational course offerings should be improved, expanded, and offered on an equitable basis to all students. The District should attempt to increase participation in the vocational education program.	13-18 & 35-37
4. Reorganization of the high school.	The high school needs to be reorganized in order to facilitate instructional improvement, the infusion of key concepts and skills into the curriculum across disciplinary lines, and other improvements. The Seminar is not recommending consolidation of present departments but a complete restructuring of the high school.	59-60

Area	Comments	Pages
5. Provision for high school students needing help in basic skills.	A variety of techniques, including voluntary tutoring programs, and elective and required classes are recommended to assist students who need help in the basic skills.	40-42
6. Advanced Learning Center.	The Seminar endorses the concept of an Advanced Learning Center. The District should constitute a task force to advise the Superintendent on establishing such a Center. This Center would offer specialized and advanced vocational and non-vocational courses.	15-18
7. Graduation requirements.	The same total number of credits (60) should be required for a diploma. However, a few of the specific requirements would be changed. In addition to the high school diploma, students would be offered the opportunity to earn certificates in specialized areas (e.g., college prep mathematics and science or vocational drafting) by following a prescribed course of study.	18-20
8. Lower staffing ratios.	The ratio of students to teacher in the classroom should be lowered in order to improve instruction. The ratio of students to counselor should be lowered in order to provide quality counseling services to students.	42-44 & 52-53
9. Transition from middle school to high school.	Student transition from middle school to high school can be improved by increasing communication on student needs between middle school and high school counselors and between counselors and other high school staff. High-risk students (those with attendance, discipline, or achievement problems) should be identified and provided counseling and intervention immediately upon entering high school.	53-54 & 55

V.

GENERAL RECOMMENDATIONS

Implementing Change

Goal

The School District will effectively implement changes needed for the continued operation of the District and for the improvement of the programs and services it offers students.

Comments

This is a changing society and education must change to meet society's needs. The District must give priority attention to the process of change to assure that the results are actually beneficial and justify their financial and human costs.

Recommendations

1. Changes proposed at the District or building level shall be evaluated to assure that they will have a positive effect on the people and programs involved and that the expected benefits are great enough to justify their financial and human costs.

2. The steps necessary to bring about the proposed change shall be identified and adequate time allowed for each step to be satisfactorily completed.

3. When the change has taken place, it shall be examined to assess whether it was carried out as intended and what has been its actual impact.

4. The District shall communicate openly with the public about changes which are planned or have been made, being careful not to create false impressions about the effectiveness of school programs.

5. The District should foster change by recognizing those staff members who exhibit excellence in the improvements promoted by the District.

Expansion of Vocational Education

Goal

The District shall improve and expand its vocational offerings, making these classes equally available to students.

Comments

The need to significantly expand vocational offerings and to involve a larger number of students in vocational education is recognized by the Seminar. A brief look at some relevant statistics supports the persuasive testimony presented to the panel. The FTE[1] enrollment of 8.9% of Seattle students in vocational education during the 1979-80 school year stands in sharp contrast with the 23% in Kent or the 22.9% in Highline.[2] In the 1980-81 school year, Seattle's FTE enrollment in vocational education had dropped to 8.2% compared to 18.4% for Edmonds and 14.7% for Bellevue.[3] A May 1982 report compares the expenditure for vocational education as a percentage of total budget in Seattle at 1.7% with 7.3% in Buffalo and 6.9% in Nashville.[4]

Of course, these statistics alone do not tell the story. The need of a large percentage of Seattle students to prepare for employment immediately upon graduation from high school is of very great importance. Approximately 80% of youth will never receive four-year college degrees[5], and many of those who do receive degrees interrupt their educations to work, or must work, to pay their college costs. We are becoming increasingly aware of college graduates who fail to find work in jobs requiring a college education, and these young people also benefit from having the skills which are part of vocational education.

Perhaps the most persuasive argument for an increase in vocational education is that students who see their educations as being practical and as leading to employment become more highly motivated. This motivation factor offers the promise of enabling schools to meet student needs more effectively. It also offers the promise of maintaining District funding if the drop-out rate can be significantly reduced.

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[1]FTE, an acronym for full-time equivalent enrollment, is computed on the basis of total student hours of vocational education instruction (not on the basis of the number of students enrolled in vocational education courses). There are other references in the report (pp. 3 and 36) to the number of students enrolled in vocational education courses.

[2]"Enrollment in Vocational Programs in Fifteen Major King and Pierce County School Districts, Grade 9-12, 1979-80," Division of Vocational and Technical Services, State Superintendent of Public Instruction.

[3]Vocational Education Planning Study, p. 24.

[4]"Vocational Enrollment and Expenditure in Fifteen Major U.S. School Districts," Seattle School District, Office of Educational Policy Planning, May, 1982.

[5]Dr. Robert Roberts, Director, Renton Vocational Technical Institute and Assistant Superintendent for Finances and Vocational Education, Renton School District.

Recommendations

1. The District shall expand its course offerings and attempt to increase participation in the vocational education program.

2. The Superintendent should appoint additional prominent leaders from business, industry, and labor to be members of the Occupational Education Steering Committee in order to improve vocational education in Seattle Public Schools.

3. The District shall implement the planning recommendations in the section of this report entitled "Provision of Specialty Courses and Programs" on page 15.

4. The District shall employ a highly qualified educator in the field of vocational education as the head of the vocational education unit to provide leadership for these efforts. The head of the vocational education unit should be a member of the Superintendent's cabinet.

5. All vocational staff will report to and be evaluated by their respective building principals, but the funding for vocational staffing and the management of the program offered will be the responsibility of the head of the vocational education unit.

Provision of Specialty Courses and Programs

Goal

The District shall utilize an organized system to offer vocational and non-vocational programs which cannot be offered at each comprehensive high school.

Comments

The following recommendations propose that the District take action to establish an Advanced Learning Center to house certain vocational and non-vocational programs.

These recommendations also propose a broader scheme for dealing with specialties which offer opportunities the District cannot afford to provide in every comprehensive high school. These recommendations can be implemented immediately and will contribute to the District program whether or not an Advanced Learning Center is established.

There is an obvious conflict between the pressures exerted by declining school size and declining funding on the one hand and the desire to deliver improved instruction on the other. It will be difficult to increase vocational offerings without harming the existing high school program. Indeed, it is increasingly difficult simply to maintain traditional vocational and non-

vocational courses. To address these difficulties, it is important that the District develop a plan for introducing new programs and maintaining existing specialty courses. Such a plan should provide the largest possible number of choices to the largest possible number of students with the very limited funds available. Students should be free to attend schools offering specialties for which they wish to register on a part-time or full-time basis. Specialties should be located on an equitable basis and transportation should be planned to give students the best possible support.

The recommendations in this section related to expanding vocational offerings are based, in part, on the belief that the community colleges and vocational/technical institutes may not be the appropriate places to provide vocational education for most high school students. In the immediate future, the contractual arrangements with community colleges and vocational/technical institutes should be reviewed with an eye toward improvement; but most, if not all, such arrangements will eventually be phased out.

These recommendations provide not only for the planning of an Advanced Learning Center but are intended to guide the development of a planning and implementing process which will satisfy broader short-term and long-range needs. For this reason, the sequence of the recommendations is important and the recommendations should be read as parts of a proposed package. The concept of this proposal is intentionally applied to both vocational and non-vocational offerings.

The District must also strive to secure adequate funding from public and private sources.

Recommendations

1. The Seminar endorses the concept of an Advanced Learning Center. The District should establish an Advanced Learning Center to offer programs which cannot be offered in every high school because of the need for expensive equipment, the small number of students who elect to register, and/or because the program requires specialized teaching skills. These programs would include: 1) advanced courses, the lower levels of which would be taught in high schools, and 2) specific courses that are not offered in all buildings. Examples of the first category are advanced courses in foreign languages, mathematics, physical science, speech, debate, journalism, word processing, child development, and computers. Examples of the second category are advanced placement courses, radio/television, electronics, vocational automotive, and vocational drafting. Students would attend the Advanced Learning Center for a partial day and be provided transportation. The Center would be required to meet the District's desegregation guidelines.

2. A task force, which should involve representatives of the community, the schools, business, industry, and labor should be constituted to advise the Superintendent on planning for and establishing an Advanced Learning Center. It would be charged with advising the District on the following:

   - Community attitudes toward establishing such a facility
   - Programs to be offered based on student interest, community needs, and the job market

- Options for housing the Center
- Informed estimates of non-District funds (e.g., state, federal, and foundation) available for the various facility options
- A funding plan
- The next steps to be taken in establishing the Center

The task force should report its recommendations to the Superintendent by November 30, 1983.

3. Concurrent with the planning for an Advanced Learning Center, the District shall develop a plan for the placement of specialties in the various comprehensive high schools with the possibility of future placement of some of these specialties in the Advanced Learning Center. Certain specialty courses and programs will be made available to all students regardless of skill or ability level (please see item above for examples of the courses that might be offered as specialties). The plan would include:
   - Identification of which specialties and how many can be offered during the 1984-85 school year and during the subsequent two years
   - Location of these specialties in the various comprehensive high schools to provide access to all students
   - Recommendations on placement of existing and new equipment, some of which may later be moved to the Advanced Learning Center
   - Recommendations for any minor building alterations that would be necessary
4. The District shall establish a system for staffing these specialties separately from the staffing formula now used for building staffing. The decision on offering these specialties should be made at the District level and must not be dependent on building-level decisions.
5. The District must establish a funding plan for these specialties which will guarantee their continuation at an established quality level until the decision is made to terminate any of them. Their establishment and continuation will depend upon the possibility of their receiving enough funds to offer quality programs. If terminated, equipment and materials will be distributed among remaining programs.
6. The District shall establish a transportation plan based on full-time and part-time student assignment to buildings with specialties.
7. High schools, which will continue to offer comprehensive programs within available funding, will not offer programs identified as specialties unless these offerings are an approved addition to the specialties plan.
8. The Seattle Community Colleges should continue to provide those expanded high school programs that are cost effective and educationally sound until opportunities are available in District programs.

9. The District shall explore expanding the use of community resources (e.g., business facilities and/or equipment) as an extension of the classroom.

10. All students who successfully complete vocational programs in Seattle Public Schools will receive certificates indicating that they have completed programs in an entity called The Seattle Technical Institute. This certificate will be in addition to the high school diploma and will represent experience and skills that are greater than normally associated with high school programs. The certificate will be of value to students in obtaining employment.

11. Job placement of graduates shall be considered a primary goal of vocational programs. Programs which do not place a reasonable number of graduates will be terminated.

12. Students shall be permitted to register in specialty courses either full or part time.

13. The District should consider developing a long-range plan for career and vocational education to meet the needs of students with special needs such as the handicapped, bilingual, and gifted.

Graduation Requirements

Goal

Graduation requirements in Seattle Public Schools shall meet and exceed those specified by law and by the Superintendent of Public Instruction. They shall provide that all students complete a common set of courses. They shall challenge each student to complete a meaningful sequence of courses at a prescribed level of accomplishment. Modification of courses for students receiving specialized education shall not preclude their receiving diplomas.

Comments

There is a conflict between the desire to raise standards and the desire to reduce the drop-out rate. Efforts to make the high school more responsive to individual needs often conflict with efforts to increase graduation requirements and to assure that high school students are better equipped for life in a more and more technological society. These conflicts can be resolved in part by maintaining the present sixty-credit requirement, reducing the number of courses required of all students, and offering students the opportunity to earn special certificates in addition to their diplomas by following certain prescribed courses of study. It should be noted that the core learnings concept proposed in this report (see page 21) will establish minimum standards and provide means for determining that they are met.

Recommendations

1. A diploma shall be granted to each student who successfully earns 60 credits and who successfully completes the following courses:

English Language Arts	9a	1.5 credits
	9b	1.5 credits
	10a	1.5 credits
	11a	1.5 credits
	electives	3.0 credits
Washington State History (assumed completed in eighth grade)		
World History	I	1.5 credits
	II	1.5 credits
	III	1.5 credits
U.S. History	11a	1.5 credits
	11b	1.5 credits
American Government and Economics		1.5 credits
Mathematics (not including computer ed.)		4.5 credits
Science		3.0 credits
Occupational Education (business ed., home economics, and industrial arts)		4.5 credits
Physical Education		(State minimum)[1]
Health		1.5 credits
Computer Literacy	(long-range recommendation)	

2. In addition to the diploma, certificates of accomplishment shall be granted to students who complete a prescribed course of studies in an area of specialization and meet a certain grade standard (e.g., C average or B in all courses in the area of specialization). The certificates offered should be reviewed periodically to determine if they should be continued or the requirements modified in any way. Examples of areas in which specialties might be earned are as follows:

Vocational/Secretarial
Vocational/Distributive Education
Vocational/Drafting
Vocational/Horticulture
Vocational/Radio-Television
Vocational/Food Service
Vocational/Auto
Vocational/Family and Home Relations
Housing and Interior Design
College Preparatory/Performing Arts
College Preparatory/Visual Arts
College Preparatory/Foreign Language
College Preparatory/Math-Science
College Preparatory/International Studies
College Preparatory/Humanities
College Preparatory/Technical
College Preparatory/Business
College Preparatory/General Studies

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[1]See Appendix 3 for State requirements.

The prescribed courses for the College Preparatory/Math-Science certificate might include:

English Language Arts 9a, 9b, 10a; Speech/Oral Communication, 11a; Report Writing, 12a
Washington State History (unless completed in eighth grade)
World History I, II, III
U.S. History 11a, 11b
American Government and Economics
Algebra I, II
Geometry
Math Analysis
Calculus
Computer Literacy
Computer Problem Solving
Computer Programming
Computer Applications
Science Survey
Physical Science
Biology I, II
Chemistry I, II
Physics I, II
Occupational Education (3 credits)
Physical Education (6 credits)
Health
Foreign Language (9 credits)

The prescribed courses for the Vocational/Secretarial Certificate might include:

English Language Arts 9a, 9b, 10a; Speech/Oral Communication, 11a; Grammar/Writing; Business English
Washington State History (unless completed in eighth grade)
World History I, II, III
U.S. History 11a, 11b
American Government and Economics
Algebra I, II
Accounting I, II
Computer Literacy
Word Processing (computer-based)
Science Survey
Physical Science
Physical Education (3 credits)
Health
Typing I, II, III
Office Practice I, II
Business Arithmetic
Business Law
Shorthand I, II, III

VI.

CURRICULUM RECOMMENDATIONS

Definition

Curriculum is the program of studies. Curriculum decisions involve what is to be learned.

Core Learnings

Goal

A set of core learning objectives should be developed to specify the basic skills and knowledge students need as a foundation for learning and for life in our society.

Comments

Schools have the responsibility to transmit our political and cultural heritage and to prepare students to assume full membership in our society. Core learnings must answer the question, "Which of the many things (skills, knowledge, and concepts) that could be learned must be learned in order to become a contributing member of society?"

The core learnings must be based on the needs of students and on the needs of society. It should include those skills, concepts, and experiences that all students need to function in life and which provide a foundation for continuous learning and retraining. It is the program that all students undertake to prepare for life in a democratic society in a rapidly changing world. The core learnings approach assumes that some things are important enough to be required of every student and to be presented, reviewed, and reinforced throughout the curriculum.

Recommendations

1. The District shall develop core learning objectives in areas such as language (reading, writing, and speaking), mathematics, study skills, citizenship skills and knowledge, career-related skills, problem-solving, and thinking skills.

2. Core learning objectives shall be placed in courses in every subject area. Individual core learning objectives should be included in as many courses as possible in order to provide several approaches and to provide for review, reinforcement, and application.

3. No credit shall be awarded in a course until and unless the specified core learning objectives are accomplished.

4. Standard District objective-referenced tests shall be utilized to determine achievement of core learning objectives in a course.

5. Core learning objectives may be modified in the Individual Educational Plan (IEP) process for students receiving specialized educational services.

6. The current, postponed minimum competencies requirement for graduation should be abolished.

Relevancy

Goal

Students should be made aware of the relevancy and value of high school classes.

Comments

Relevancy should be viewed from two perspectives: that course content be relevant to the present and future life of the student (1) as an individual and (2) as an informed, contributing member of our society. High schooling must meet the needs of students and the needs of society.

Students need to be informed of the purpose and value of the material they study and guided to apply what they learn in the present and see how it will be useful in the future.

Recommendation

An introduction to every course should present the content and rationale for the course. It should point out how the knowledge and skills presented in the course apply to the present and future personal life and careers of the students. Applications to real life and possible future use of course content should be illustrated throughout the course.

Career Education

Goal

Career education should be included as a part of the content of courses in all subject areas. Students should be guided to assess their interests and skills in regard to career options.

Comments

Career education consists of information and experiences through which students learn about and prepare to engage in work. It includes knowledge which will assist a student to select and prepare for a career or careers which will be satisfying.

Career decisions are among the most important decisions in an individual's life. This fact should mean that the career education component of various courses will increase motivation because it clearly relates coursework to the real world needs of students. It is important that students be introduced to the wide range of occupational choices that confront them. They need to know that jobs and preferences are changeable and of the influence of technology on careers and career change.

Infusing career education into the curriculum means incorporating concepts, knowledge, skills, attitudes, and activities which prepare students to make career decisions. The current and future generations of youth are likely to be confronted with the need to make initial career choices and subsequent choices as well.

Recommendations

1. An organized and sequential K-12 framework of career education objectives should be specified.

2. Career education information and concepts, including those which show job-related application of basic skills, should be infused into all high school coursework.

3. Specific high school career education objectives should be assigned to courses in all subject areas, to guidance programs, and to career centers.

4. A substantive unit on career planning shall be implemented for all ninth graders at every school.

5. Guidelines should be developed for planned optional learning activities that extend into the community.

Multicultural Content

Goal

Multicultural content should be an integral part of the instructional program.

Comments

The United States is a multicultural nation. As citizens, we participate in a national system and may also be actively involved in ethnic groups or identified with an ancestral culture. The instructional program must include materials about pluralism and ethnic groups as well as present the mainstream

political, social, and economic institutions which are the basis of our nation and represent our common heritage and identity.

We must respect each other's need and right to a cultural or ancestral identity and the pride that comes from that identity. We must also maintain, promote, and work to improve the political, economic, and social institutions of our nation which we all utilize and depend upon. We may come from diverse backgrounds, but our destinies have much in common. The concept of pluralism can provide perspective for learning about our national society and about ethnic cultures.

Multicultural education should be an integral part of the instructional program. This involves direct teaching as well as the use of multicultural illustrations, models, and content in teaching materials. An educational program supports cultural pluralism by valuing individual cultural identity and our nation's institutions as it prepares students to be informed, active citizens.

Recommendations

1. Multicultural content shall be integrated into courses in all subject areas.

2. Instructional materials shall be reviewed for multicultural content, sex balance, and absence of stereotyping based on ethnicity, sex, handicap or any other identification.

Basic Skills in Reading and Writing

Goal

Basic skills in reading and writing should be taught and applied in all high school courses.

Comments

Instruction in reading and writing is not just the task of English language arts teachers. Effective school research indicates all high school teachers should be involved in teaching reading and writing. The English language is the medium of instruction in our schools, so all teachers are responsible for guiding language development and the intellectual growth it effects. English language arts teachers have the additional responsibility of providing instruction in the language as a social and cultural force.

Recommendations

1. Students with deficiencies should be offered preparatory classes for elective credit prior to enrolling in required courses and/or an additional support class while enrolled in a required course (please see related recommendations in the section on Improving Instruction on page 42).

2. Teachers should be offered training in teaching reading and writing. The development and maintenance of general reading skills should have a definite place in the English language arts curriculum.

3. All teachers should teach how to read materials in their subject area and should provide practice for the students in doing such reading.

4. All teachers should teach how to do writing related to their subject area and should assign and correct papers that call for the use of specific writing skills.

Interdisciplinary Units and Courses

Goal

High school courses should encourage transfer of skills and knowledge to different tasks and applications.

Comments

Most of the present high school courses follow the structure of the traditional academic disciplines. The world is not similarly structured, so students need to relate what they are studying to application situations. The interdisciplinary approach involves combining related information from two or more disciplines. Interdisciplinary units or courses should focus on topics or themes that have meaning and application for the students.

Short-term Recommendation

Interdisciplinary units and approaches should be included within existing course offerings.

Long-range Recommendation

More interdisciplinary courses should be designed and offered.

Arts

Goal

Basic arts programs should be offered in every high school.

Comments

The arts are part of every culture. They enrich the quality of life by providing means for self-expression and activities for group and individual recreation and enjoyment. The arts help us understand our own culture and

other cultures. Arts courses are part of a balanced basic curriculum. They are important in their own right and as support for other learning by increasing perception, stimulating the imagination, and providing means for self-expression and communication.

Recommendations

1. A set of minimum course offerings should be specified and offered in every high school (i.e., band, orchestra, choir, and a variety of arts courses).

2. District-wide staffing and shared staffing should be considered for courses heavily dependent on specially qualified staff (e.g., instrumental and vocal music).

Business and Office Education
Marketing/Distributive Education

Goal

Courses in business and distributive education should be recognized as both general education and vocational education and offered on an equitable basis to all students.

Comments

These programs offer a planned sequence of learning experiences to prepare students for careers in business, office, and marketing/distributing occupations; for continuing education; and for competent management of their own personal business affairs. An important part of all classes is the development of desirable work habits, attitudes, leadership skills, and human-relation skills; an understanding of our business and economic systems; and knowledge about business careers.

Recommendations

1. Course offerings shall be relevant to meet the needs of students, of a mobile and diverse society, and of a rapidly changing job market.

2. Course offerings should provide the opportunity to improve basic skills by emphasizing reading, penmanship, oral communication, computer literacy, and mathematics in practical business and personal use applications.

3. The typewriter keyboard has become universally accepted as a communications tool. Every student should develop a basic keyboarding skill.

4. Courses which emphasize business uses of computers and consumer applications should be offered in each high school.

Computer Education

Goal

The District should provide guidelines for computer literacy, computer programming courses, and the purchase and use of computers for instruction.

Comments

Evidence is accumulating that both the extent and the diversity of computer use will increase. Much more than now, computers will be used by small as well as large businesses to manage finances and inventories and produce documents. Computers will serve as tools to professionals--accountants, architects, scientists, secretaries, engineers, and others--to enhance their creativity and productivity in daily work. Computers will be widely used in schools as instructional aids and management devices. Computers will control assembly lines, transfer funds automatically from bank accounts as soon as purchases are made, and be used at home for entertainment, for education, for the retrieval of factual information, and for household management.

The purpose of computer education is to give students a basic understanding of the computer as a machine developed and programmed by persons who use it to carry out tasks. Experience with the capabilities and the limitations of computers should be included. Computer education should open new vistas in regard to career opportunities and choices. It is certain that there will be new developments in technology so computer education will never be static. There will need to be constant updating.

Short-term Recommendations

1. A sequential computer literacy program should be developed.

2. Interdisciplinary guidelines for the use of computers as instructional devices should be developed.

Long-range Recommendations

1. A basic level of computer literacy should become a requirement for graduation.

2. Computer courses should be placed in a separate section in the Catalog of Secondary School Subjects and should not be counted toward meeting mathematics requirements for graduation.

English Language Arts

Goal

The English courses required for graduation should present a program of skills designed to develop the language competency necessary to learn, to handle personal business, to participate in society, and to engage in a gainful occupation.

Comments

When students leave high school, most enter the job market or a post-secondary educational program. The communication skills--reading, writing, speaking, and listening--and the concomitant skills of logical and critical thinking are essential job-entry skills and increase vocational success. These skills and an academic background in literature and language are also essential to success in most post-secondary training and educational programs. In addition, English skills help to increase civic responsibility, promote a more varied use of leisure time, and stimulate consumer awareness. The development of language proficiency is a high-priority of the mission of the high school.

Language is the common element in communication carried out through reading, writing, listening, and speaking. We express ourselves through writing and speech, and we interpret the expressions of others through listening and reading. Language is the vehicle of most instruction, a carrier of traditions, the means for organizing information, a basic tool in the thinking process, and a significant determiner of social and economic mobility.

Recommendations

1. The development, application, and maintenance of reading skills should be a part of all English language arts courses.

2. Written composition should receive more emphasis. Attention should be given to logical, orderly, and creative thinking; to clear communication; to effective expression; and to the mechanics of writing.

3. Required English courses should be revised so that each focuses on one skill area (e.g., composition or speech). Each course would also include other topics and skills but would be organized around a specified emphasis.

4. Elective courses should proceed logically from required courses and provide students some selection of areas or topics for further study.

Foreign Language

Goal

A variety of foreign language offerings and continuation courses should be available in the student's regular school feeder pattern.

Comments

The report of the President's Commission on foreign language and international studies, Strength Through Wisdom: A Critique of U.S. Capability (1979), made some strong statements about foreign language education in this country:

> Americans' incompetence in foreign languages is nothing short of scandalous, and it is becoming worse. Historically, to be sure, America's continental position between vast oceans was a basis for linguistic as well as political isolation, but rocketry as well as communications satellites render such a moat mentality obsolete....foreign languages, as a key to unlock the mysteries of other customs and cultures, can no longer be viewed as an educational or civic luxury.
>
> The President's Commission believes that our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete. Americans' unwillingness to learn foreign languages is often viewed by others, not without cause, as arrogance....

While the percentage of Seattle's high school students who study foreign language is greater than the national average reported by the Commission (30% compared to 15%), serious consideration needs to be given our foreign language program.

Short-term Recommendations

1. Three foreign languages should be offered in each high school. Additional languages should be offered at selected schools on a regular basis.

2. Foreign language courses should be designated at three levels of proficiency (1, 2, 3) for classes presently labeled I through VI. Level 4, or an advanced placement course (AP), should be substituted for courses presently labeled VII through X. Under the semester system the classes offered would be 1a, 1b, 2a, 2b, 3a, 3b, and 4a, 4b or APa, APb.

Long-range Recommendations

1. Language offerings should be coordinated to allow students to fulfill their language sequence within their feeder patterns.

2. The present and future ties of the Pacific Northwest with Pacific Rim countries should be recognized. Greater use of community/school resources should be made to foster interest in Asian languages.

3. The District should investigate instructional techniques of teaching foreign language in order to improve language fluency.

Health Education

Goal

The high school health education courses should be strengthened in terms of current health problems of youth and their need for coping and decision-making skills.

Comments

Health education should deal with social and decision-making skills as well as provide accurate information that assists students as they face decisions that relate to health. The instructional program should encourage students to become aware of factors that affect their health and the degree to which they can exercise control over those factors. A health education program does not simply provide information; it helps students use what they know to make good health and safety decisions.

Health education should include substance abuse, sexuality, child abuse, mental health (coping with stress emphasis), well body/well mind, nutritional problems, health careers, and parenting.

Health education is a shared responsibility of families, schools, community agencies and organizations, the public in general, and the media. The school program assists in developing decision-making skills and provides information on which to base decisions. The other groups have great influence on the attitudes and values of young people and also provide information.

Short-term Recommendation

The required health education class should be offered at the ninth grade.

Long-range Recommendations

1. Greater coordination shall be developed between counseling services, health services, and health education in the District.

2. Health information and concepts should also be included and applied in other classes.

3. The high school health program should be part of a sequential K-12 curriculum.

Home Economics

Goal

Courses in home economics should be recognized as both general education and vocational education and offered in every high school.

Comments

The home economics program offers a planned sequence of learning experiences to prepare students for the occupation of homemaking. Home economics is the field of study that focuses on total family well-being and on the processes affecting family life. Home economics utilizes the resources of modern science to improve the home life. It works toward educating the total person. Home economics recognizes that all people who make a home for themselves or others are homemakers.

Recommendations

1. Each student should have the opportunity to train for the occupation of homemaking.

2. High school home economics courses should review, reinforce, and proceed from related competencies and understandings developed previously in home economics, health, and science courses at the middle school and elementary levels.

Industrial Arts

Goal

Courses in industrial arts should be recognized as both general education and as preparation for vocational education and offered on an equitable basis to all students.

Comments

Industrial arts courses provide opportunities for students to apply and extend skills developed in academic courses. Students learn the safe use of power tools and correct use and repair of consumer products. Industrial arts courses also teach basic knowledge about employment and introduce students to the attitudes and behaviors which are appropriate to the work place.

Recommendations

1. An industrial arts curriculum should be developed for use throughout the District.

2. Each student should have opportunities to take industrial arts courses.

Mathematics

Goal

The mathematics program should deliver skills and knowledge that will enable students to manage their personal business affairs, obtain employment, and/or enter post-secondary education.

Comments

All high school graduates need a level of understanding of mathematics and the associated skills that enable them to apply mathematics to the practical management of daily affairs as well as to vocational and career pursuits. Consumer awareness and informed citizenship are also enhanced through the study of mathematics. Advanced mathematics courses prepare students to engage in high-technology occupations and to proceed into post-secondary courses in a myriad of fields.

The average high school graduate will change careers several times during his/her lifetime. Because mathematics proficiency often determines access to advanced employment opportunities, many opportunities are not open to those with less than adequate mathematics backgrounds.

The Seminar vigorously debated the issue of increasing mathematics and science requirements and concluded that the issue needed further study. A task force should consider the effectiveness of the mathematics and science programs in meeting student needs and the technological needs of society, as well as review graduation requirements.

Short-term Recommendations

1. The mathematics curriculum should emphasize problem solving as a process and the application of mathematics knowledge and skills.

2. A task force should be appointed by the Superintendent to study the K-12 mathematics and science programs. The report of the task force shall be completed by June of 1984.

3. Mathematics courses should include practical applications to real life, possible vocational applications, and information about mathematics related occupations.

4. Clear guidelines which indicate the baseline mathematics course offerings appropriate for high school students should be developed.

Long-range Recommendation

1. More instructional strategies and materials that give attention to the increased use of technology should be developed.

Physical Education

Goal

High school physical education courses should raise students' fitness levels and give them skills and knowledge that will be applicable throughout their lives.

Comments

Research indicates that as students graduate and enter the job market, their preference in leisure activities shifts away from team sports. Projections about the future indicate an increase in leisure time, so provision should be made to teach skills and physical activities and sports applicable to lifetime leisure pursuits.

Recommendations

1. Each physical education course should include a variety of activities. Classes should not be semester-long units of only one sport.

2. Instruction about safety should be included in all physical education courses.

3. The opportunity to explore a variety of activities with learning, leisure, and lifetime potential should be provided.

4. Concepts from other disciplines (e.g., history of sport, health-heart rate, etc.) should be integrated with physical education instruction.

Science

Goal

The science program should provide experiences and content which present principles, concepts, and facts as well as the process by which this knowledge is produced. The impact of science on our lives through technology should be clearly demonstrated.

Comments

Modern societies depend upon technologies which utilize scientific knowledge. Citizens of these societies benefit from understanding scientific principles which can be applied to everyday living. Appreciating the scientific process, its strengths and limitations, in addition to the knowledge it produces, affords students the opportunity to become tomorrow's informed citizenry.

Science courses must address the needs of students who will become future scientists and technicians as well as those who will only be affected by

scientific or technological change. Science courses also furnish opportunities to focus on important core learnings (e.g., critical thinking, problem solving, and decision-making skills). Please see the Mathematics section on page 32 for a discussion of a proposed task force to study the mathematics and science program.

Short-term Recommendations

1. A task force should be appointed by the Superintendent to study the K-12 mathematics and science programs. The report of the task force should be completed by June of 1984.

2. Science course content should be reevaluated to insure comprehensive exposure to science by the high school graduate.

3. Clear guidelines which indicate the basic science course offerings appropriate for high school students shall be developed. There should be balance between life sciences and physical sciences in the curriculum.

4. Science course goals should be precisely defined and related to provide consistency of course content throughout District schools while insuring that instructional strategies remain flexible.

Long-range Recommendations

1. More instructional strategies and materials that give attention to the increased use of technology should be developed.

2. The amount of "hands on" experience in the science program should be increased.

Social Studies

Goal

Social studies courses should stress using information and concepts from history and the social sciences to understand the past and present and to deal with the future.

Comments

A social studies program for students who will be active participants in the twenty-first century must introduce them to the world and its vast natural and human resources, its many cultures, and its problems. Students should understand diversity, accept global interdependence, and develop capacities for effective working relationships with other people. To put the present in perspective, students need to study the history and geography of their own country and of the rest of the world.

Our economic system requires consumers and workers who understand the consequences of their economic decisions and actions. Students also need to learn about the system of government that provides order and security and protects individual rights.

As individuals and as a nation we must not only adapt to changing conditions but also take part in effecting change. How well we maintain and improve our quality of life depends upon citizens who understand and participate in our political and economic systems. No society is completely without injustice and unmet basic needs, but ours has set high goals and has come far toward meeting them. Youth need to understand that they inherit unfinished tasks just as previous generations did.

The social studies program must involve students actively in examining issues, experiences, facts, and ideas in order to identify common elements, to make generalizations, and to build order out of many pieces of data.

Recommendations

1. Course descriptions that assign a manageable amount of content (knowledge, skills, and concepts) to each quarter of a semester course should be developed.

2. Courses should include activities and assignments that help students see the value of what they are studying and its usefulness to them in the present and future.

3. Attention to global aspects such as the increasing interdependence among nations and peoples should continue.

4. The systematic integration of multicultural and sex equity content into the social studies curriculum should be continued.

5. Students should analyze historical data and contemporary issues using critical thinking and problem-solving skills. Learning activities and instructional materials should continue to involve students in active learning processes (e.g., hypothesizing, tabulating and interpreting data, community projects, case studies, and simulations).

Vocational Education

Definition

Vocational Education is a planned series of learning experiences in which the primary objective of the program is to develop competencies that lead to entry-level employment. Upon completion of entry-level training, students may seek employment and/or take advantage of specialized training for employment, of apprenticeships, and of higher levels of vocational training.

Currently, the recognized areas of training in Vocational Education include:

- Business and office occupations
- Marketing, distributive education, and diversified occupations
- Home economics education -- These programs prepare for a dual role as homemaker and/or wage earner and include:
  Useful - includes study of interpersonal and family relationships, child development, food and nutrition, clothing and textiles, housing and consumer education.
  Gainful - Home economics related occupations
- Vocational industrial arts, trade and industrial, technical, and health occupations
- Agriculture education

Goal

Students will have equitable access to expanded vocational programs.

Comments

One of the responsibilities of schools is to help students achieve skills that lead to productive lives and careers. Vocational education is a planned series of learning experiences in which the primary objective is to develop entry-level job competencies. Students may utilize vocational education to seek employment, enter advanced specialized training or apprenticeships, or as background for college or university studies.

Vocational education should offer broad and varied experiences in professions and trades, including basic and advanced studies. The programs must keep current with technological developments. Vocational education instructors are experts in their fields and are governed by program standards and an advisory committee, as well as federal and state laws. A recurring theme in vocational education is that students become more motivated when they see a direct relationship between courses taken and their ability to acquire meaningful skills.

Learning does not just occur within the classroom. Students should be provided a well-rounded program which allows experiences in the community. These opportunities give the student a stronger sense of purpose and motivation for school studies, provide practice in the work place, provide role models, and offer an ideal situation for exploring future career interests.

At the present time, less than 30% of our secondary students are enrolled in vocational education programs in the Seattle Public Schools. If we are to provide the type of work force that both public and private sectors will need in the future, vocational education options must be increased.

Recommendations

1. Vocational courses in business education, distributive education, home economics, and industrial arts should be offered in each high school program.

2. Program and curriculum recommendations submitted by District-wide and local advisory committees shall be considered, modified, or rejected at the appropriate District or building level and the advisory committee submitting the recommendation shall be informed of the reason for the action that is taken.

3. The District shall develop and offer additional certificates of accomplishment in vocational education.

Please see the section on Expansion of Vocational Education on page 13 and the Provision of Specialty Courses and Programs on page 15.

Elective Courses

Goal

Elective courses should be related to and proceed logically from the basic course offerings in a subject area.

Comments

The 1960's approach of providing as many choices as possible to students seems mostly discredited. The tendency has been to add more courses without withdrawing any. The result is that the elective program wandered too far from the basic program offerings.

In this instance we are defining "electives" as courses in any department that are offered in addition to the courses considered to be basic in that subject area. Some subject areas (e.g., art and foreign language) are made up entirely of elective courses, but some of those courses are certainly basic to that subject area and would not be removed as a result of the recommendation below.

Recommendation

The Catalog of Secondary School Subjects should be periodically reviewed in order to hold elective offerings to a manageable number and to be sure that elective courses are related to the basic program.

Libraries

Goal

Library services that meet changing curriculum needs must be provided.

Comments

The high school library provides books, materials, and services that support the educational goals and needs of the District and of the buildings. These goals include the community's high expectations for academic excellence, multicultural education, and equal access to materials and services. To meet the requirements of today's students with their wide range of cultural backgrounds and academic achievement, the library must supply a large quantity of current and up-to-date materials. To fulfill these demands the library staff select, process, and display books, periodicals, newspapers, and the host of non-print media that support the curriculum in each building.

Our library services deserve serious attention. Issues such as the high book loss and replacement expense, the most efficient use of available staff, and organization and procedures that best meet current needs should be studied in greater detail than this Seminar could.

Recommendation

The following recommendation of the Long-Range Plan for Curriculum and Program Improvement should be implemented:

"Convene a library/media program study committee to:

a. Study the current situation.

b. Assess needs for the educational program during the next ten years.

c. Project library and media needs and issues for the future.

d. Plan how to meet those needs; make recommendations.

e. Present a committee report.

f. Determine the new skills and shifts in emphasis needed by librarians, media specialists, and teacher users."

VII.

INSTRUCTION RECOMMENDATIONS

Definition

Instruction is the process of presenting information to students, guiding their learning, and providing them with skill-building activities.

School and Community Expectations of Students

Goal

Students should understand what their school and community expect of them and that they have the capacity to respond to high expectations.

Comments

Teaching and learning do not take place in a vacuum. If students are to feel that their lives and abilities are valuable, that they can play a positive role in society, and that school can be an enabling experience, the school and community must work to communicate these ideas. If students have low self-esteem and little or no appreciation of what will be expected of them to be employed, productive members of society, they are not likely to give the time, attention, and hard work that successful schooling requires.

Students must be provided with clear expectations in terms of lesson objectives and performance requirements. Unclear objectives, or objectives not clearly stated for the learner, interfere with subject matter mastery and motivation.

Recommendations

1. Students should be made aware of the educational expectations of society. The communication of high expectations should be a priority for teachers, schools, families, and the community.

2. Students should be made aware and kept aware of the relationship between basic skills proficiency and the expectations of potential employers and the requirements of daily living.

3. There should be early contact with students and their families regarding the setting of post-high school goals. The present emphasis on career exploration and setting life goals should be continued.

Provision for Different Degrees and Rates of Learning

Definitions

Rate of Learning: People acquire knowledge and skills at various rates. Some acquire a skill in a few minutes, others take days or weeks. Students may take more or less than four years to graduate.

Degree of Learning: People vary in terms of the extent to which they learn material or master a skill. Some achieve all of the learning objectives and some achieve only a portion of the objectives. Some become very proficient in a skill while others acquire the skill to a lesser extent.

Assessment is the administration of tests and interpretation of test results in order to facilitate appropriate class placement.

Goal

Instruction shall be designed to take into account that all students can learn but do not learn at the same rate or to the same degree and come to high school at various levels of achievement.

Comments

The work of previous committees and seminars placed appropriate emphasis on the notion that all students can learn. That all students do not learn at the same rate and degree must be considered. There has been some recognition of the need to provide for learners of various capacities, usually in the form of programs for the gifted and remediation for the slower learners.

A key to successful instruction in the high school is to recognize the effects of differences among students in their rates and degrees of learning. The seminar applauds the greater emphasis of the District on assuring that elementary and middle school students actually acquire the skills and master the information presented them. This emphasis, along with a new promotion/non-promotion policy, should greatly reduce the number of students who are poorly prepared to function in the high school. However, differences will continue to exist and the high school should provide opportunities for students who progress at different rates and who achieve at different levels. Standards should not be used to eliminate students; appropriate alternative paths to meeting standards should be provided.

Short-term Recommendations

1. The Comprehensive Guidance Program and the District testing program will be utilized for the early identification of rates and degrees of learning among students. Data should be available to teachers in a usable form.

2. The District will start immediately to develop a criterion- and norm-referenced testing program for all students in grades 9-12 to measure their skill levels in mathematics, writing, and reading.

3. Once developed, criterion-referenced tests will be a requirement for all students.

4. Students will be informed about the nature of all tests they are required to take and given instruction in the school program to prepare them for such tests. Options should be available in the testing program for students with special needs.

5. Skill levels in mathematics, writing, and reading of all entering high school students should be assessed. Students and parents will be informed of assessment results.

6. A voluntary tutorial program offered summers and evenings will be established for students needing help in identified skill areas. This program, which should be funded and staffed by the community, will be available to students during the summer preceding high school entry.

7. Students whose achievement levels indicate that they will not be well served by regular required classes alone should be offered an additional support class for elective credit while enrolled in required courses. These students would be those two to three years below grade level in reading, writing, and/or mathematics skills identified by tests screened for sex and ethnic bias. This course will provide elective credit for graduation.

8. A preparatory basic skills class will be required for entering ninth-grade students three or more years below grade level in reading, writing, and/or mathematics. This course will include content and practice in the mechanics of reading, writing, and mathematics to help students review and strengthen skills necessary for success in high school. This elective credit course will precede required courses in mathematics, language arts, social studies, and science. This class will be taught by teachers who have specialized training in the teaching of basic skills. Students may exit the class upon attainment of the skills.

   The following issues need to be addressed by the committee charged with the implementation of this instructional recommendation:

   - There should be guarantees for raising achievement levels if certain conditions such as attendance, effort, and parental support are met
   - Defined entrance and exit standards and procedures need to be established
   - Lower pupil/teacher ratios (i.e., less than 20:1) are necessary
   - Frequent assessment and feedback to students and parents must occur on a predetermined schedule
   - Highly skilled teachers who are provided with incentives will staff these classes

9. Data will be gathered to determine the effectiveness of the new promotion/non-promotion process in elementary and middle schools.

10. Students that qualify for specialized education will be assigned to the appropriate program (e.g., language learning disability, bilingual, and/or drop-out prevention).

11. Care will be exercised so that students in alternative, advanced placement, gifted, and honors programs acquire skills necessary for future learning. It must not be assumed that students in these programs have achieved basic skills mastery; their basic skills should be continually assessed and reviewed.

12. Classes in high schools should be available to qualified middle school students for credit; this opportunity should be more widely publicized. Qualified students will have college and other post-secondary opportunities available at their own expense.

13. Program options may include expanding the length of time available for special education students to complete a course offering (e.g., two semesters to complete a one-semester course and to earn 1.5 credits).

14. Students who qualify for gifted, honors, and advanced placement programs will be provided challenging academic courses.

Long-range Recommendations

1. The District shall assure that appropriate intervention programs at the elementary and middle school levels address the problems of students who are not making satisfactory progress.

2. The District shall use promotion/non-promotion procedures to assure that students are not passed through the system if they are not making satisfactory progress.

Improving Instruction

Definitions

Student Learning Style is recognition of the idea that individual students learn in different ways and respond differently to various types of instruction.

Direct Instruction refers to teaching basic skills directly with structured, teacher-initiated activities. These activities involve considerable drill and practice and a high level of teacher involvement.

Mastery Learning refers to ordering tasks in sequence from less complex to more complex, from concrete to abstract, and then requiring students to "master" each task prior to beginning subsequent tasks.

Time on Task refers to the amount of time during which specific attention is given to a learning activity and in attempting to learn.

Cooperative Learning is an instructional technique which builds on the common practice of grouping students together to perform tasks in the classroom. It encourages team or group effort.

Goal

Staff shall be systematically guided and encouraged to make decisions that lead to appropriate instruction.

Comments

There are some factors over which teachers do not exercise direct control that bear directly upon the rate and degree of learning. Examples of these factors include student learning styles, class size, and parental support.

Some variables can be controlled by the teacher. To deal more effectively with these variables, teachers need skills in various instructional techniques, particularly in those which have been identified in recent educational research. Examples of these techniques include direct instruction, mastery learning, attention to time on task, and cooperative learning. New developments in instruction will have to be planned for and incorporated as they become available. Examples of such new developments include techniques that influence the rate and degree of learning, techniques that influence retention, the use of computers to manage instruction, the use of computers to facilitate discovery and practice, and audio visual technology to influence motivation.

Short-term Recommendations

1. The District shall establish the improvement of instruction as a priority and develop a well-conceived strategy to implement needed changes, giving careful consideration to the steps and time such changes require.

2. A form (e.g., a checklist) to guide and provide a record of observations for the improvement of instruction shall be developed during the 1982-83 school year for use beginning in 1983-84. Factors beyond the teacher's control should be taken into account in all efforts to improve instruction (please see the comments section for examples of factors outside a teacher's control).

3. Positive incentives (e.g., reimbursement for attendance at workshops or conferences, or inclusion of training for instruction recorded on the teacher's category sheet which is used for teacher assignments) shall be used to involve teachers in the improvement of instruction.

4. Teachers who perform extra services (e.g., MESA or DECA advisors) should receive reimbursement for mileage and compensation for attending conferences with students.

5. Teachers should make educational plans based on data provided about their students. The District shall assist teachers in learning to use data effectively in planning educational activities.

6. Every class should include a variety of learning activities in order to reach students with different learning styles.

7. What students, parents, and the community expect of teachers and schools should be clearly communicated.

8. Appropriate teacher/pupil ratios shall be provided for specialized programs such as bilingual, vocational, and special education.

9. Staff shall be selected for both permanent and substitute positions based, in part, on their ability to serve students with different learning styles and their ability to use appropriate instructional strategies.

10. The District shall aggressively exercise its responsibility to evaluate principals and teachers in a fair and honest manner and remove those who are unwilling or unable to provide effective instruction.

11. The District shall develop and implement a replacement schedule for identifying and replacing out-of-date (obsolete) equipment.

12. The District shall actively seek funds from outside resources to replace out-of-date (obsolete) equipment and materials.

13. The District shall provide sufficient current materials for all areas of instruction.

14. The District should provide adequate resources needed for the implementation of career education to include classroom material, planning time, ongoing inservice training, and adequate transportation.

15. Career assistants should be assigned for an eight-hour day.

16. The District shall explore the feasibility of using business facilities and equipment to provide additional vocational training.

17. The District shall establish demonstration classrooms and pilot projects as part of the implementation of instructional improvement.

Please see the section on Inservice Training on page 47 for other recommendations that are applicable to this section.

Long-range Recommendations

1. The teacher/pupil ratio should be limited to 1:125 thus reducing class size. This recommendation is supported by public testimony to the Seminar and the findings of the November 1982 conference on the National Studies of the American High School (please see the footnote on page 5 for information about this conference).

2. A study of educational technology shall be made to identify promising approaches and provide the foundation for a District educational technology plan.

Active Involvement in Learning

Definitions

Structured Learning is a program which teaches acceptable social or behavioral skills (e.g., controlling your temper, following directions, or resolving conflict with words instead of hitting) through a highly structured process.

Active Participation is a process whereby the teacher actively involves the student in learning either covertly or overtly. Learning is enhanced when the student is involved in either way, but only overt behavior can be observed. Therefore, the instructor must be highly skilled in eliciting overt behavior to be sure the student is learning.

Transfer refers to applying skills or knowledge learned in one situation to another (e.g., applying English skills in a history class).

Guided practice refers to assigning tasks that involve practice or drill and guiding and monitoring students closely as they complete these tasks.

Unguided practice refers to giving tasks that involve practice or drill but in which the students are not monitored closely (e.g., homework).

Goal

Students should be actively involved in the learning process.

Comments

One of the serious problems evident in the high school today is the lack of student involvement in the learning process. Long before they finally drop out of the school program, many students drop out of the educational process. Other students are involved just enough to meet minimum demands. Other students actually do reasonably well in school but never take control of their own education in the way they must if they are to truly become educated people. Community-based learning experiences such as internships, work experience, and volunteer work can provide opportunities for students to become more actively involved in the learning process.

Recommendations

1. Models involving students in learning such as Structured Learning and Active Participation should be studied for possible wider use.

2. Principles of learning such as motivation, transfer, and guided and unguided practice should be more widely used.

3. Teachers should regularly monitor student performance in order to adjust instruction to assure that students are actually meeting instructional objectives.

4. Student accomplishment should be recognized publicly and student privileges should be linked to student behavior and accomplishment in

in order to promote involvement in the learning process. Outside groups should be encouraged to recognize student accomplishments, and newspapers and other media should be encouraged to publicize such accomplishments.

5. The District shall increase the number of comments teachers can make on a student's grade report so that teachers can make positive, motivating comments, and, if necessary, less positive comments.

6. High schools should work in cooperation with middle schools to develop strategies for motivating students.

7. The District and individual high schools should encourage target groups such as women and minority students to enter fields of study in which they are underrepresented. Preparatory opportunities, such as the MESA program (Mathematics, Engineering, Science Achievement) should be offered to help students enter areas of study for which they have the ability but are not adequately prepared.

8. The function of teachers as role models should be considered when placing teachers in various high school programs. For example, women and under-represented minority teachers should be encouraged to teach higher mathematics and science classes.

9. A system of incentives should be explored as a means of motivating students to become more involved in their education.

10. The District should address the perception that many students face great peer pressure not to succeed.

11. Homework should be used to extend student involvement in the learning process beyond the limits of the school day. Homework must fit good instructional practice and be appropriate to the needs and performance level of the individual student.

12. Students should be provided opportunities to review learning which might be assumed to have been mastered earlier in their educational experience.

13. A program similar to the Work Training program for disadvantaged youth should be developed to provide services to students other than the low-income students now served by the program. These services should include job placement throughout the city, pre-employment training workshops, and placement services in the public and private sectors.

14. The District shall provide a system for monitoring work experiences, school experiences, and community experiences for which credit is granted.

15. The District should develop and implement an Internship Program which will provide students with intensive learning opportunities in business, research, the arts, and the public sector. The initial program goal would be to provide 200 one-semester student internships per year. Funding for staff to coordinate the internships should be sought from non-District sources.

16. In coordination with career assistants, teachers should be encouraged to place and provide supervision for individual students in work experience and/or internships.

17. Appropriate career and vocational programs should be placed in the alternative high schools and those special programs which serve high school students. These students should also have access to programs in the comprehensive high schools.

18. Vocational training should be provided for bilingual students and should include pre-vocational training, job-seeking skills, work/study, hands-on experiences, and an overview of the whole concept of vocational education. (Training should be provided immediately to the bilingual students in the Boren program by allowing them to take vocational courses in the high schools.)

19. The District should expand special education vocational programs such as Vocational Evaluation and Training (VET) options and Vocational Occupational Training (VOTIS) sites.

Inservice Training

Goal

The District shall provide assistance for teachers and staff in developing the knowledge and skills which will allow them to deliver appropriate instruction to all students.

Comments

The Seattle School District should accept as a high priority its responsibility for assisting its staff members to continue improving their teaching skills and remain current in their fields. New staff members should be selected in part on the basis of their training in instructional techniques. Staff members should be provided training and assistance in developing high quality instructional skills. The School District should also help teachers to acquire new technical and content training and to remain qualified in their curricular area(s).

Teachers also need current information about the world of work and should be encouraged to take advantage of internships with businesses and other similar opportunities.

Recommendations

1. The District shall plan and implement inservice training for principals and department heads in the improvement of instruction and for teachers

to help them acquire the best possible instructional skills. Important objectives for inservice training should include:

- Providing skills for establishing lesson objectives in terms of cognitive[1] skill level and level of student proficiency
- Explaining the nature of core learnings and instructional objectives and standards which students must achieve to earn credit in classes containing components of core learnings (please see the section on Core Learnings on page 21)
- Providing skills in the use of various instructional strategies and in teaching to objectives--for principals and department heads an emphasis should be on assisting and observing to improve instruction--(please see the section on Improving Instruction on page 42)
- Familiarizing teachers, principals, and department heads with student and teacher learning styles and techniques for teaching to these styles (please see the section on Improving Instruction on page 42)
- Providing skills on monitoring and adjusting instruction using the principles of learning (please see the section on Active Involvement in Learning on page 45)
- Providing training in methodologies that incorporate and transmit high expectations for students

2. Planning for the inservice training program should begin immediately. The program should be offered in 1983-84 to principals and department heads and should be extended to other staff beginning in 1984.

3. Staff will be required to take some inservice programs which will assist them in acquiring skills they need to function effectively in their job assignments.

4. The District should carefully plan for the dissemination of the core learnings and related instructional objectives among teachers and principals once these materials are developed.

5. Teachers and counselors shall be offered the opportunity to learn more about the world of work through internships and other work experiences. Information shall be provided to teachers regarding these opportunities, and efforts (e.g., tours of companies offering internships) should be made to encourage teachers to take advantage of the opportunities.

6. Inservice training shall be provided for staff, including vocational teachers, counselors, administrators, career center assistants, and work training staff, regarding the use of career materials and strategies and the world of work. (Community-based business orientation classes and

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[1]Cognitive skills are skills of knowing or intellectual skills. Examples of cognitive skill levels would include analysis, synthesis, and evaluation.

opportunities for internships and available business-related training programs such as Business Week are possible methods for achieving this goal.)

7. Vocational education and industrial arts teachers shall be provided with retraining to update their skills and their understanding of current technology.

8. The forms for updating categories shall add a new statement for those staff members having completed inservice on the improvement of instruction.

9. Training on conflict resolution and communication skills shall be offered to students and new staff members assigned to alternative and special programs. Present staff will be encouraged to participate in the training.

VIII.

GUIDANCE, COUNSELING, AND SUPPORT SERVICES RECOMMENDATIONS

Definitions

Guidance refers to those activities and services that assist all students to successfully move to their next life step.

Counseling refers to the specific process employed by counselors to assist students to identify and solve problems associated with educational, personal, and social development.

Support Services refers to those services (e.g. health and career) which help complete the integrated developmental program of the students. They include services from external agencies.

Counselors' Role

The following statement on the role of the counselor is an excerpt from the Effective Schools Seminar Report of February 1982 with which the Seminar agrees:

1. To implement district goals and policies

2. To improve student achievement

    a) To assist in the early identification of learning problems

    b) To assist in developing remediation programs

    c) To assist the administration in improving the total school program to accommodate all students

    d) To model high standards of performance and high expectations for all students

    e) To assist teachers in motivating students

    f) To assist parents in motivating students

3. To serve ALL students

    a) To maximize time in counseling/guidance activities on academic, social, and emotional concerns, with the aim of improving student performance

b) To provide early guidance on high school requirements

c) To provide career education and guidance

d) To eliminate differential treatment of minority students regarding course selection, vocational planning, college aspirations, and scholarships

e) To eliminate differential treatment due to sex or handicap

4. To assist students to focus on learning

a) To assist students to develop a positive self-image

b) To utilize conflict resolution skills

c) To guide students to make choices to expand rather than limit career and educational opportunities

Counseling Services

Definition

Assessment refers to the administration of tests and interpretation of test results in order to facilitate appropriate class placement.

Goal

The level of counseling services to students will be expanded.

Comments

There is an overall concern that the student/counselor ratio (400:1) is far too high to be effective, and as a result a high percentage of students are unaware of the existence and/or availability of the counseling staff and their services. It would appear that there needs to be a more appropriate balance of the workload between paperwork and personal counseling.

Short-term Recommendations

1. The number of counselors in each high school should be increased.

2. The services to ALL students shall be improved as outlined by the Comprehensive Guidance Program, resulting in a clearly defined curriculum applicable to guidance/counseling, health, career, and pre-employment skills.

3. Peer counseling/tutoring should be recognized as an ongoing process within the student population and should be developed and utilized by counselors when and where appropriate.

4. Students should be assigned to staff members for a four-year time period to meet on a needs basis for the scheduling of classes and advisement toward completion of graduation requirements. (Pilot program in two schools during the 1983-84 school year.)

5. Counselors are to meet all assigned students within the first two weeks of school, introducing themselves, their locations, and the services they offer. This could be accomplished during ninth-grade orientation and/or during group counseling sessions.

6. A counseling and guidance profile card should be developed to record the major counseling services provided to each student, and the card should be maintained in the student's confidential records during the four years of high school.

Long-range Recommendations

1. Requirements for a continued counseling certificate will include an update of skills on a regularly scheduled basis.

2. Inservice opportunities for counselors in counseling and guidance should be provided.

3. Student/counseling staff ratio should be reduced to 200:1.

4. One of the counseling team in each high school shall be trained in student assessment.

5. A program should be developed to use volunteer mental health professionals to assist counseling staff.

Identifying "High-Risk" Students

Definition

High-risk students are those with attendance, discipline, or achievement problems.

Goal

All high-risk students shall be identified and provided counseling and intervention immediately upon entering high school.

Comments

Many high-risk students get lost in the system and therefore do not receive the intervention counseling that is crucial to their survival in high school. They appear to be having problems which are significant enough to affect their success in the high school program.

Short-term Recommendations

1. Sending schools will identify high-risk students for immediate, sensitive, and meaningful counseling intervention upon entering high school.

2. Receiving school staff will identify potential high-risk students to counselors on an ongoing basis.

3. Counselors will work with identified high-risk students on an individual and/or group basis and at regularly scheduled times.

4. The Counseling Office will keep an up-to-date file on outside agencies available for extra services and, where possible, the name of a contact person within each agency. Student services at the District level will provide city-wide information on outside agencies, including any pertinent local information.

5. Counselors should actively encourage students to make use of outside agencies when deemed appropriate.

Long-range Recommendation

Counselors should work with outside agencies to set up city-wide community liaison groups to meet on a regular basis for information sharing.

Serving Students with Special Needs

Definition

Special-needs students are bilingual, special education, re-entry, gifted, dropouts, and potential dropouts.

Goal

Services offered to students with special needs should be expanded.

Comments

It is a recognized fact that certain groups of students have problems specific to their group. On the whole, these students' needs are not perceived as being addressed.

Recommendations

1. Counselors shall make a needs assessment of their building population to identify such groups and their needs; a system should be established in each building to deal with the results of the needs assessment.

2. Counselors will work as a team with staff members (e.g., bilingual tutors) to become more sensitive and knowledgeable about the special problems of these students.

3. Counselors will work with staff members on making decisions regarding students pertinent to their appropriate course placement throughout the year.

4. A Student Support Team, to include teachers and other staff, should be established in two high schools as a pilot program in the 1983-84 school year. The team will meet on a regular basis to identify and discuss issues pertinent to these student groups. The team should include, but need not be limited to, one staff member from each support area.

5. The Student Support Team will report to staff as a whole at regularly scheduled faculty meetings to solicit input for remediation programs where necessary.

6. The Student Support Team approach to counseling, if successful in the Pilot Project, should be available in every high school by the 1984-85 school year.

7. Specific procedures shall be established to facilitate special program students (e.g., Re-entry or Seattle Alternative High School) returning to the high school.

Transition to the Ninth Grade

Goal

The transition of ninth graders into the high school must be improved.

Comments

Upon entrance to high school, the ninth-grade student is confronted with a wider range of individual choices and must immediately face decisions leading toward graduation. It is the responsibility of the counselors to assist the students in understanding this process.

Recommendations

1. Articulation between high school and middle school counselors should be increased to develop a greater understanding of ninth-grade problems, concerns, and needs.

2. The counselors will develop a specific counseling and guidance plan for ninth-grade students.

3. High school counselors will work and communicate with other staff members on specific ninth-grade needs.

See also the sections on Provision for Different Degrees and Rates of Learning, page 40 and Counseling Services, page 52.

Greater Access to Option Programs

Goal

Minority students should be encouraged to enroll in mathematics, science, and gifted programs.

Comments

There is a perception that barriers prevent many minority students from equal opportunity in mathematics, science, and gifted programs.

Recommendations

1. Barriers in individual schools should be identified and appropriate strategies developed for removing them.

2. While not de-emphasizing basic skills, they should not be the terminal goal for high school graduates.

3. Counselors should inform students as to which programs are available to assist them in developing skills required for success in science, mathematics, and gifted programs.

See also the section on Active Involvement in Learning on page 45.

Career Counseling

Goal

Counselors should provide all students with career guidance information, encourage individual career exploration, and help students recognize the relationship of these materials and activities to life beyond high school.

Comments

The Comprehensive Guidance Program, which includes career counseling and information, is not being implemented in a uniform way throughout the District. Counselors should be provided with information on career and vocational education, and these areas should be a high priority for all high schools.

Recommendations

1. Counselors should make greater use of aptitude tests (e.g., Kuder and/or Armed Services Vocational Aptitude Battery) in conjunction with career counseling.

2. All high schools shall utilize the Comprehensive Guidance Program.

3. Counselors should develop a student career guidance folder system in order to focus career activities, keep career related materials, and aid students in identifying their career interests.

4. Counselors shall develop and make use of a standardized senior interview system for all District seniors.

Vocational Counseling

Goal

Counselors will help all students to recognize the value of vocational education and its relationship to life skills and job opportunities.

Comments

Vocational counseling is perceived to be a low priority. Each building must have counselors who are aware of the job market and can counsel students into related courses.

Recommendations

1. All students should be encouraged to explore a number of vocational courses at the industrial arts, business education, or general home economics level in order to expand their overall education.

2. Counselors should encourage students to complete sequences of vocational classes or total programs in order to develop entry-level skills.

3. Counselors should encourage adult role models to speak to groups of students to model successful involvement in vocational areas.

Career and Vocational Counseling for Underrepresented Groups

Goal

The counseling staff should improve the delivery of career and vocational services to groups who are underrepresented in certain fields.

Comments

Students from certain groups (e.g., minorities, handicapped, and women) are underrepresented in a number of fields. The causes for this condition may differ but include such things as parental pressure, stereotyping, and tracking into low-paying jobs.

Recommendations

1. Counselors should encourage these students into jobs and fields of study which historically have been considered non-traditional for them.

2. Vocational counseling for these students should promote jobs dealing with high technology and jobs where there is demand and opportunity for upward mobility.

See also the section on Inservice Training on page 47.

Inservice Training

Goal

All counselors will receive relevant inservice training to upgrade their skills and knowledge in areas of vocational education, vocational training, trades, and technology.

Comments

Counselors are perceived to have a limited background or understanding of career and vocational education including the trades and technology. This is perceived to inhibit their ability to deliver effective counseling in these areas.

Recommendations

1. On a regular basis inservice on careers, vocational training, trades, and technology should be offered to all counselors and building staff.

2. Counselors should be encouraged to take advantage of Internship Programs offered by business and industry.

3. Counselors should be encouraged to meet on a regular basis with people from business and industry.

4. All counselors must be certified to administer the wide range of tests available for assessment (e.g., Bolt test).

Please see the section on Inservice Training on page 47 for other recommendations that are applicable to this section.

IX.

ORGANIZATION AND FINANCE RECOMMENDATIONS

Definition

School Organization: The way staff, students, the school day and year, curriculum, and instructional delivery are organized at a high school and the District-wide policies and practices affecting the organization.

Reorganization of the High School

Definition

Span of Control refers to the number of staff a manager--in the school, a principal--can effectively supervise. It is a concept from management theory and is based on good management practices.

Goal

The high school shall be organized to facilitate the institution of the Effective Schools Program and the recommendations of the High School Seminar.

Comments

The principal will need the assistance of building staff to implement the recommendations of the High School Seminar and institute the Effective Schools Program. The staff will need to be organized in a new configuration in recognition of several problems that are in need of resolution. The following is a list of problems that need to be addressed.

1. At present the curriculum is fragmented. This is due, in part, to the departmentalization of the high school along strictly disciplinary lines. (Primary goals of the Seminar are to infuse key concepts and skills into the curriculum areas across disciplinary lines and to facilitate the transferring of learning skills from one subject area to another.)

2. Time is not available for staff leaders in the various disciplines to spend time observing to improve instruction per the present job description for department heads. (Instructional improvement is a primary recommendation of the Seminar.)

3. The span of control for the principal in the present organization is greater than it should be.

4. Reorganization could be accomplished without a large increase in cost to the District and without a dollar loss to staff in the aggregate. The

Seminar is not advocating a consolidation of present departments but a complete restructuring, addressing the problems cited in this comments section.

Recommendations

1. A task force should be convened as soon as the Board acts upon the Seminar's policy recommendations in May and be charged with the task of redefining the organization of the high school.

2. The committee charged with this task should include building staff.

3. The reorganization should be accomplished by Fall 1984.

4. Members of the Seminar should serve on the task force.

Staffing

Goals

The District shall staff programs (schools) efficiently and effectively so that teachers teach in areas for which they are trained and in the areas in which they are experienced and have skills.

The District shall adopt hiring and RIFing practices that will result in stability, certainty, and excellence in the high school program.

Comments

Due to the decline in program offerings and RIFing, some staff are teaching in their third or fourth categories which may be in areas for which they have little training, experience, or skill. This often leads to poor morale, a weakened program, and a lack of student participation resulting in additional program reductions. A school is, therefore, caught in a vicious cycle.

Sharing staff between schools could partially alleviate this situation. Shared staffing could provide greater stability, stronger programs, and improved morale since individuals are usually happier working in their areas of greatest strength. Efforts should be made to reduce problems associated with travel.

The District will be facing a shortage of teachers especially in the high-tech areas of mathematics, science, and certain vocational subjects. This anticipated shortage of teachers, in combination with the negative effects of RIFing on staff and programs, dictates that ways be found to adequately meet teaching and staffing demands.

Short-term Recommendations

1. All schools (high schools, middle schools, and elementary schools) should determine need in highly specialized areas by April 1.

2. The programming and staff needs of schools in the same geographical area should be coordinated to determine if sharing of staff is necessary for the next school year.

3. To facilitate shared staffing, efficient and coordinated scheduling of class offerings must occur in the affected schools (e.g., band practice for high school at 8:00 a.m. and for middle school at 10:00 a.m.).

4. Minimum levels of staffing in specialized areas should be maintained at each building.

5. Specialized staff should be allowed to select assignments in nearby schools.

6. Staff shall be assigned to teach in the area for which they were retained.

7. Standards for categories should be clearly defined and high enough to ensure that those who meet them are well qualified.

8. Staff should be rotated periodically (but usually not before seven to nine years of service in a building) to balance the need for program improvement and stability.

9. The District should explore greater use of part-time teachers to alleviate staffing problems. Part-time teachers should be given equal consideration for full-time positions.

10. The concept of job-sharing should be aggressively explored by the District.

11. The District and the Seattle Teachers Association (STA) should continue to work vigorously in finding a solution to RIFing problems.

12. Staff should be made aware of the District's areas of need in order for them to gain additional qualifications or retraining. Teachers with some education in such areas as mathematics or science should be encouraged to return to school to retrain in these fields for certification.

13. The District and teacher organizations should forcefully lobby state and federal representatives to work for legislation that will help fund scholarships to help teachers retrain.

14. A task force should be appointed consisting of STA, District, School Board, and community members to find alternative solutions to staffing shortages, especially in the areas of mathematics, science, and vocational education.

15. The District should work with industry to free qualified persons in the trades for part-time teaching assignments as vocationally certified teachers.[1]

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[1] "Vocationally certified" means that an instructor meets the Superintendent of Public Instruction (SPI) program and first-aid requirements as well as receiving the endorsement of the program's vocational advisory committee.

16. A process should be developed to encourage qualified[1], skilled workers from the trades and industry to become vocationally-certified teachers. If such a person as described above is not available, a class shall not be offered.

Long-range Recommendation

Highly skilled teachers should be rotated in order to teach units or quarters as guest traveling educators. Consideration should be given to travel time.

Flexible Scheduling of Classes

Goal

The high schools shall consider using a fexible schedule for classes to provide the appropriate blocks of time necessary for effective learning.

Comments

With one-hour classes, teachers spend a considerable portion of the time organizing materials and handling paperwork such as attendance. This is time taken away from instruction and time on task. It is difficult to conduct field trips within a one-hour class period or have enough time for career education or for using community resources in and outside the classroom. Certain courses such as foreign language might be better offered in two-hour blocks and in short units.

Vocational education has always offered some two-hour classes with a high degree of success. One-hour classes would still be needed to accommodate students who could not cope with long classes and to provide the appropriate amount of time for courses more suited to one-hour time blocks.

Recommendations

1. High schools should be encouraged to schedule some courses in variable time blocks such as two hours instead of the fixed one-hour class time.

2. High schools should consider scheduling other time configurations such as Monday/Wednesday/Friday or Tuesday/Thursday classes.

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[1]Qualified is defined as a master in their vocational/technical field. Master is defined as being highly recognized for their skill levels and having the personality to work with young people.

Units of Credit

Goal

The way credits are awarded to students should be improved.

Comments

Now credits are awarded to students on the basis of successfully meeting course objectives for a period of time (e.g., 90 class hours of successful effort results in 1.5 credits earned). Most courses allow a student to earn 1.5 credits. This method of awarding credit becomes a problem when a student is unable to complete the entire 90 days required for 1.5 credits. Often students are unable to complete a course due to transfer necessitated by a change of address, illness, and suspension or expulsion. The necessity to complete 90 hours of class work also limits flexibility for community-based experiences.

In business and industry monetary awards accrue hourly, weekly, monthly, and on the basis of piecework; only in schooling do we award (or reward) after 90 days of effort--a lengthy time. In schooling we fail to recognize work accomplished, piecework as it were, altogether. We recognize all or nothing for the most part. The concept of skills acquired over time needs to be addressed in terms of awarding credit; such recognition would provide for the problem created when a student is unable to complete 90 hours of course work.

Short-term Recommendation

Teachers shall be allowed to grant 0.5, 0.75, or 1.0 credits for students who successfully complete part but not all of either elective or required courses. Partial credit earned in a required course shall be awarded as an elective credit.

Long-range Recommendations

1. The District shall study the feasibility of a modular-unit system based on portions of total course content. Should such a system be implemented, proportionate partial credit shall be granted for modular units successfully completed.

2. Students should be allowed to arrange contracts with teachers to complete work in specific course areas, and upon successful completion, be awarded credit. When teachers enter into a contract situation for courses outside of their subject areas, prior approval of the contract and approval of the credit must be received from staff in the subject area in which the credit would be awarded.

School Day

Goal

Schools should expand the six-period school day.

Comments

It is difficult for some students to find the time to schedule music courses, occupational education courses, and other non-academic courses in a six-period day. If elective courses started earlier or ended later, it would take some pressure off scheduling and allow time for students and/or staff to commute between facilities. It would also provide benefits of flex time--for example, allowing students to work variable hours and thus increase their employment potential.

Recommendation

Schools that do not have an expanded school day should initiate a system (i.e., seven or eight periods) to allow students more flexibility in scheduling elective courses.

Facilities

Goal

The maintenance of the grounds and facilities at all high schools should be improved.

Comments

The grounds and/or facilities at all high schools need better maintenance--especially in regard to graffiti, cleanliness, and general aesthetics. If funds remain limited, then volunteer labor for upkeep should be considered. Well-kept grounds, facilities, and equipment send a positive message to students and citizens that schools and education are important, valued, and recognized. There are inequities between buildings in regard to some specialized facilities (e.g., science rooms, libraries, and auto shops).

Short-term Recommendations

1. Procedures should be developed with the various unions to allow students to learn salable skills while helping improve or maintain a facility.

2. Joint-use agreements between the School District and the City of Seattle Park Department should be reviewed to ensure that facilities are well maintained by both parties.

3. A maintenance schedule that operates on a needs basis, as well as on a periodic routine schedule, should be developed.

4. An inventory system should be established that provides for easy access to equipment and more accountability for its condition.

5. Factors to consider in placing an alternative or special program shall include student population, transit routes, and the adequacy of a facility for the program.

Long-range Recommendation

Substandard facilities should be upgraded.

Extracurricular and Co-Curricular Activities

Goal

The School District should provide a viable extracurricular/co-curricular program that is an integral part of the school program, broad in scope, and adequately and equitably funded. This program should address the needs of all students.

Comments

The School District's present policy, which provides for a viable extracurricular/co-curricular program as an integral part of the school program is now in jeopardy because the required financial and human resources are limited. The activities program must address the needs of all students whether or not they live in the immediate area of the school and whether or not they are athletic. If an activity is not being adequately supported, it should be terminated.

Short-term Recommendations

1. There should be an equitable distribution of monies for stipends.

2. The District should fund materials for co-curricular activities such as drama, music, and journalism.

3. Additional funding for activities should be sought through private enterprise.

4. Activities should be developed or reorganized to reach out to groups not traditionally involved. Providing activities for small groups is a means of accomplishing this.

5. Certain activities such as the chess, debate, and computer clubs should be promoted on a District-wide basis.

6. Activities related to future employment should be developed within the community by utilizing the facilities and expertise of organizations such as Junior Achievement, YMCA, YWCA, and the Parks Department.

7. The total activities program should be utilized to develop students' decision-making and critical-thinking abilities.

8. Allocation decisions regarding resources for funding extracurricular and co-curricular activities should be made at the building level through a process of participatory decision making.

Long-range Recommendations

1. Stipends should be assigned to each building, and building staff should be allowed to determine how they should be distributed within District guidelines.

2. The District should designate a District Coordinator of Activities or include all activities including athletics as a responsibility of the present Supervisor of Athletics.

3. A process should be developed whereby individuals with new activity ideas could utilize an in-building discretionary stipend fund.

4. In order to reduce the cost of activities supported by the schools, some activities should be transferred to outside agencies, such as Junior Achievement or the Parks Department, and the number of inter-school athletic teams the District supports should be significantly reduced.

Community Resources and Relations

Goal

Schools should work more closely with the community in planning and implementing career and vocational education.

Comments

The District administration and School Board do not appear committed to vocational education. This apparent lack of commitment in combination with the limited program offerings reinforces the somewhat negative image that the community has of vocational education. A strong District commitment could lead to a greater public understanding of vocational education and its value for students.

In addition, the District does not actively seek resources (e.g., funds, use of facilities, and/or information) from the community. There is insufficient communication with leaders from business, industry, and labor.

The vocational advisory committees are effective tools in setting priorities for programs and monitoring their quality. Many of Seattle's vocational edu-

cation programs have had active and involved advisory committees. However, a few have been ineffective, and this has had a negative effect on programs.

Effective cooperation with business and community does now occur. However, in some cases, for example, Private Initiatives in Public Education (PIPE), it involves only a small percentage of high school students. Barriers such as inflexible scheduling and lack of information and coordination prevent more students from participation.

Recommendations

1. The Superintendent should work closely with top-level management in business, industry, and labor in developing an improved vocational and career education program. For example, s/he might serve on the boards of such organizations as the Economic Development Council or the Chamber of Commerce.

2. With the assistance of business and industry, the District should develop an aggressive public relations strategy for educating the public on the benefits of a strong vocational/career education program. One purpose of this effort would be to improve the image that the public has of vocational education.

3. Advisory boards (committees) should follow the guidelines and fulfill the purpose for such Boards as specified in the State Advisory Board Handbook.

4. The District shall enlarge the Occupational Education Steering Committee to include representatives from active local advisory committees and additional prominent leaders from business, industry, and labor. In addition to its ongoing advice to the Vocational Education Office, this committee shall make an annual report to the Superintendent at a public Board meeting (please see item #2 on page 15 for a related recommendation on expansion of the committee).

5. The District should develop an automated data bank of community resources such as jobs that are available, funding sources, and internships.

6. The District should explore the feasibility of establishing a foundation to provide additional funding for vocational education.

7. Whenever there is a relationship developed between school and community, business or industry, the purpose of the project must be clearly defined by the District in order for the participating group to be able to clearly identify the specific need.

X.

POLICY RECOMMENDATIONS

The High School Seminar recommends the following policies to the School Board[1].

New Policies

CAREER EDUCATION
It is the policy of the Seattle School Board to make career education an integral part of the K-12 educational program for every student. Career education shall assist students in understanding and learning the skills and work habits that are required for career preparation and selection and for success in the world of work. It will include career information and guidance.

GUIDANCE AND COUNSELING
It is the policy of the Seattle School Board to provide all secondary students with guidance and counseling services in the following areas: the course of studies leading to high school graduation, career, vocational, post-secondary education, and personal.

POLICY AND PROGRAM EVALUATION
It is the policy of the Seattle School Board to provide for the continuous and rigorous evaluation of its educational policies and programs to determine (a) whether such policies and programs are being carried out, and (b) the extent to which they are successful in achieving intended outcomes. Such evaluation shall be used as the basis for administrative direction and further policy refinements.

VOCATIONAL EDUCATION
It is the policy of the Seattle School Board to make available vocational education and to encourage all students to participate. The program will assist students in developing competencies that lead to entry-level employment as well as prepare students for enrollment in advanced vocational and technical programs. The program shall be related to both current and future employment demands and to the needs and interests of students. Vocational education shall be accessible to all students on an equitable basis.

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[1]The policies adopted by the Board as recommended by the Effective Schools Seminar and the Academic Excellence Policy relate to the high school program and are included in the Appendix 2.

Modified Policy

In the policy that appears below, the words with lines through them are recommended deletions and the underlined words are recommended additions.

EFFECTIVE SCHOOLS POLICIES, TESTING PROGRAM

It is the policy of the Seattle School Board to utilize a variety of educational measurement and assessment processes and to provide for the administration of tests at the appropriate grade levels. The District's testing program shall provide an opportunity for students to be measured fairly and impartially. No school or program shall be exempt from the District testing program.

~~Diagnostic tests~~ Periodic student assessments will be used to ~~assist in measuring~~ measure student attainment of the District curriculum; national achievement tests will be used ~~at selected grade levels~~ to measure the achievement of Seattle students against national norms.

XI.

CONCLUSION

This report is presented as a part of an ongoing, systematic process for the improvement of the total instructional program of the schools. The School District has emphasized educational improvement through the development and implementation of a number of recent studies including the Long-Range Educational Plan (1980), the Discipline Seminar Report (1981), individual School Plans (1982), the Effective Schools Seminar Report (1982), and now the High School Program Seminar Report. This Seminar Report will provide District-wide direction for improvement of the high school program in the eighties. These studies all demonstrate the District's commitment to quality education and to the need to continually strive for program improvement.

XII.

ACKNOWLEDGMENTS

We gratefully acknowledge the contribution of the many persons who made presentations to the Seminar. We heard from current and former students; teachers and other District staff; representatives of the business community, higher education, and the clergy; and parents and other citizens--all who took the time to prepare and present information. For their time and concern for public education, we are appreciative.

We also thank Stefanie Roche and Elaine Sorensen for their efforts in the production of the report and in making arrangements for the Seminar. Thanks are also due to Steve Larson for computer graphics, Dan Kaylor for artist services, Jim Hawkins for public information services, and to Stuart Hunting and the duplicating services staff.

The following persons presented information to the Seminar:

Business

Greg Diven - Pay 'N Save Corporation
Ric Duvall - Pay 'N Save Corporation
Dwight Harshbarger - Pacific Consolidated Services Corporation
Steve Hunt - Steve's Exxon
Roy Kimbel - Seattle-First National Bank
Mike Lemberg - J-M Business Enterprises
Marilyn Mabbutt - Frederick and Nelson
Sidney Nostwick - Peat, Marwick, Mitchell and Company
John Reynolds - SAFECO Insurance
John Vicklund - ELDEC Corporation
Randall West - Food Giant Stores
Woody Wheeler - Washington Natural Gas Company

Citizens Advisory Committee to the High School Seminar

Sue Gosline - Seattle League of Women Voters
Molly Keating - Citizens Education Center Northwest
Gary Loth - Seattle Chamber of Commerce
Cynthia McFalls - Seattle Council of PTSA
Roger Soder - Seattle Urban League
Setsu Tanemura - Citizens Committee for Academic Excellence

Citizens/Parents

Nancy Bagley	Sheila Fleming	Nancy Gigoux Hutchins	Peter LeSourd
Roger Barron	John Freal	Robert Jackson	Carole Martens
Jan Bowersox	Marlene Gow	Margaret Johnson	Nancy Mason
Marcia Brown	Marilyn Gustafson	Mona Jones	Pam McElmeel
Val Donato	Louis Guzzo	Pat Kiefer	Chuck McKenzie
Frank Doolittle	Fred Haley	Bea Kiyohara	Bob Ortland
Phil Drinkwine	Sue Harriott	Jan Kumasaka	Henry Enrique Palao
Helen Duncan	Kit Hawkins	Anita Lagerberg	Ramon Reiser
Robert D. Ewbank	Roy A. Henderson	Francia Lanier	Carol Richman
Marilyn Farreer	Walter Huffine	Helen Lauritzen	Thomas B. Sandry

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Judy Schneider	Amelia Trowbridge
Judy Schultz	Patty Warren
Donna Searight	Robert Wright
Dr. Barry Stern	Bob Young

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Alfred Charley
Teresita E. Mandapat
Miriam R. O'Hara
Tami Ray
Darrell Simms

Community

African Methodist Episcopal Church - Jackie Hodges
American Friends Service Committee - Jonis Davis
Ballard PTSA - Milton C. Smith
Black United Clergy for Action - Reverend Edsel Goldson
Business Education Advisory Committee - Alice Dickie, Chairman
Carpenters' District Council - Emil Lippert
Central Area Motivation Program - Larry Gossett, Executive Director
CHOICE (Community Helping Organizations in Career Education):
- Center for Career Alternatives - Ric Apacible
- Center for Law and Justice - Marystephanie Corsones
- Explorer Scout Program - John Christensen
- Junior Achievement - Lincoln Ferris
- Junior League - Marsha Freeny
- Private Initiatives in Public Education - Cynthia Shelton

Citizens Committee for Academic Excellence - Joan Oates
Citizens Education Center Northwest - Kathy Maurer
City of Seattle - Mayor Charles Royer
- Department of Human Resources - Teresa Valdez, Director
- Office of Intergovernmental Affairs - Bill Stafford, Director
- Police Department - Chief Patrick Fitzsimons

Committee for Children - Judith Doud
Eckstein PTSA - Janell Balfour
Economic Development Council of Puget Sound - Judith Myers, Consultant
El Centro de la Raza - Joe Garcia, Roberto Maestes
Franklin High School Black Involved Parents - Robert S. Haynes, Mona Jones
Home Economics Advisory Committee, Ingraham High School - Grace Warner
Human Relations Coordinating Council - Kay Groves, Dr. Artee Young
International High School - Bruce Colwell, Pat Cygan, Rosanne Royer, Barry Stern, Bill Weisfield
JACE (Joint Advisory Commission on Education) - Kris Mikami, Donna Shy
Kettering I.D.E.A. Secondary School Improvement Program - Kate McPherson
League of Women Voters - Sue Gosline
March of Dimes - Cynthia Shurtleff
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Roosevelt PTSA - Jeanne Smith
Seattle Chamber of Commerce - Carol Aaron
Seattle Council of PTSA - Rosie Gault, Linda Howard
Seattle Urban League - Roger Soder
Special Education Advisory Committee - Evelyn Chapman
Washington Dairy Products Commission - Murray Horton, Director
Well Mind Association - Elaine Davenport
World Affairs Council - Wayne Metsker

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Pat Guild
Zakiya Stewart
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Seattle School District
President, School Board
Superintendent
Deputy Superintendent
Assistant Superintendent, Business Services
Assistant Superintendent, Curriculum and Instruction
Assistant Superintendent, Human Resources
Executive Director of Instruction
Director, Specialized Educational Services
Director, Facilities Planning
Coordinator, Guidance and Health Services
Coordinator, Special Programs
Coordinator (and other staff), Bilingual Education
Coordinator, Integration Services
Coordinator, Occupational Education
Coordinator (and other staff), Technical Support Services
Representative, High School Principals
Principal, Arbor Heights Elementary School
Principal, Coe Elementary School
Principal, Dearborn Park Elementary School
Principal, Franklin High School
Principal, Hale High School
Program Manager (and other staff), Bilingual Secondary Education Program
Program Manager, Work Training Program
Vice Principal, Sealth High School
Vice Principal, Eckstein Middle School
Vice Principal, Madison Middle School
Representative, Bilingual Department Heads
Representative, Head Counselors
Representative, Music Department Heads
Representative, Social Studies Department Heads
Representative, Special Education Department Heads
Administrator, Evaluation and Program Audit
Supervisor, Counseling Services
Supervisor, Testing Services

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Career Education Consultant
Curriculum Consultants - Arts, Business/Distributive Education, Computer Education, English, Foreign Language, Gifted and Talented Education, Home Economics, Industrial Arts, Mathematics, Physical Education, Reading, Science, Social Studies
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Highline Skills Center - Hugh Albrecht, Director
Lakeside School - Dr. Dan Ayrault, Dean
Lake Washington Technical Institute - Don Fowler, Director; Fern O'Neil; Susan Wieneke
New Horizons for Learning - Dee Dickinson
Northwest Regional Educational Laboratories - Larry McClure; Robert Blum; Kenneth Hanson
North Seattle Community College/Edmonds School District - Richard Yaeger
North Seattle Community College - Earl Weber, Former Dean of Instruction
Northwest Youth Service Bureau - Mary Lou Dickerson
Ohio State University - Dr. Luvern Cunningham
Renton Vocational Technical Institute - Dr. Robert Roberts
Seattle Central Community College - Dr. Ed Erickson, Former President; Dr. Ron Hamberg, Dean of Instruction; Dr. Myrtle Mitchell, Associate Dean for Vocational Education; Joy Habershan; Lucy Thomas; Bob Vander Veer
Seattle Opportunities Industrialization Center (SOIC) - Bill Musgrove, Director, Educational Program
Seattle Pacific University - Dr. Barbara Bovy
Seattle University - Dr. Mike O'Connor
Sno-Isle Vocational Skills Center - Jan Carlson
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Ann Capestany - Ingraham
Joe Chappell - Garfield
Keith Chatwin - Rainier Beach
John L. Christianson - Hale
Tony Eayrs - Queen Anne
Steve Frombach - Queen Anne
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Mike Lowry - Juanita
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Garfield - Hoi Hoang; Gina Ishino; Gee Lee
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Franklin - Richard Harris
Rainier Beach - Suzanne Bosworth; Tami Gustafson; Sam Overgaard
Roosevelt - Andy Dale
Sealth - Steve Banks
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Summit K-12 - Robert Worthington
West Seattle - Janine Anderson; Kevin Dunstan; Gary Manus; Benny Perez

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Illiene Boawn - West Seattle High School, Head Counselor, retired
John Budelman - West Seattle High School
Jim Carstairs - Sealth High School
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Betty Code - Career Assistant, West Seattle High School
John Davis - West Seattle High School
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Doreen Hamilton - Rainier Beach High School
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Instructional Council - Sealth High School
Sarah Kaplan - Franklin High School
Jim King - Wilson/Pacific Special Education
Willene Koski - Sealth High School
Phyllis Lee - West Seattle High School
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Dorle Nelsson - Hale High School
Dee Pinkerton - Roosevelt High School
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Anne Rupe - Seward Elementary School
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Brian Smith - Wilson/Pacific Special Education
Duane Trefethen - Roosevelt High School
Al Walker - Roosevelt High School
Don Weaver - Franklin High School
Oleta Whitfield - Ballard High School

GLOSSARY

Active Participation is a process whereby the teacher actively involves the student in learning either covertly or overtly. Learning is enhanced when the student is involved in either way, but only overt behavior can be observed. Therefore, the instructor must be highly skilled in eliciting overt behavior to be sure the student is learning.

Assessment refers to the administration of tests and interpretation of test results in order to facilitate appropriate class placement.

Career Education is a broad concept applying to all ages and ability levels. It consists of information and experiences through which students learn about and prepare to engage in work. Career education assumes that all students are being prepared for a career (in reality, many careers) and that in addition to basic skills, there are certain information-search skills, attitudes, daily-living skills, personal-social skills, and decision-making and planning skills required for career preparation, selection, and success.

Cooperative Learning is an instructional technique which builds on the common practice of grouping students together to perform tasks in the classroom. It encourages team or group effort.

Counseling refers to the specific process employed by counselors to assist students to identify and solve problems associated with educational, personal, and social development.

Curriculum is the program of studies. Curriculum decisions involve what is to be learned.

Degree of Learning refers to the varying extent to which people learn material or master a skill. Some achieve all of the learning objectives and some achieve only a portion of the objectives. Some become very proficient in a skill while others acquire the skill to a lesser extent.

Direct Instruction refers to teaching basic skills directly via structured, teacher initiated activities. These activities involve considerable drill and practice and a high level of teacher involvement.

Guidance refers to those activities and services that assist all students to successfully move to their next life step.

Guided practice refers to assigning tasks that involve practice or drill and guiding and monitoring students closely as they complete these tasks.

High-risk students are those with attendance, discipline, or achievement problems.

Instruction is the process of presenting information to students, guiding their learning, and providing them with skill-building activities.

Interdisciplinary approach refers to combining related information from two or more academic disciplines into one unit or course.

Mastery Learning refers to ordering tasks in sequence from less complex to more complex, from concrete to abstract, and then requiring students to "master" each task prior to beginning subsequent tasks.

Rate of Learning: People acquire knowledge and skills at various rates. Some acquire a skill in a few minutes, others take days or weeks. Students may take more or less than four years to graduate.

RIF (reduction in force) refers to a reduction in the number of employees in an organization due to a decrease in revenues and/or a change of the organizational goals or priorities.

School Organization: The way staff, students, the school day and year, curriculum, and instructional delivery are organized at a high school and the District-wide policies and practices affecting the organization.

Span of Control refers to the number of staff a manager--in the school, a principal--can effectively supervise. It is a concept from management theory and is based on good management practices.

Special-needs Students are bilingual, special education, re-entry, gifted, dropouts, and potential dropouts.

Structured Learning is a program that teaches acceptable social or behavioral skills (e.g., controlling your temper, following directions, or resolving conflict with words instead of hitting) through a highly structured process.

Student Learning Style is recognition of the idea that individual students learn in different ways and respond differently to various types of instruction.

Support Services refers to those services (e.g. health and career) which help complete the integrated developmental program of the students. They include services from external agencies.

Time on Task refers to the amount of time during which specific attention is given to a learning activity and in attempting to learn.

Transfer refers to applying skills or knowledge learned in one situation to another (e.g., applying English skills in a history class).

Unguided practice refers to assigning tasks that involve practice or drill, but do not require monitoring students as they complete these tasks (e.g., homework).

Vocational Education is a planned series of learning experiences in which the primary objective of the program is to develop competencies that lead to entry-level employment. Upon completion of entry-level training, students may seek employment and/or take advantage of specialized training for employment, of apprenticeships, and of high levels of vocational training.

EFFECTIVE SCHOOLS POLICIES

Approved by Seattle School Board April 28, 1982

SCHOOL BOARD GOALS
It is the policy of the Seattle School Board to provide direction to the Superintendent through the annual adoption of goals and priorities for the School District. Such goals and priorities shall be adopted each year in time to provide direction to budget planning and administrative preplanning for the following school year.

EFFECTIVE STAFF
It is the policy of the Seattle School Board to place an effective teacher in every classroom, an effective principal in every building, and an effective staff member in every District position.

STAFF TRAINING
It is the policy of the Seattle School Board to assist staff in upgrading skills by providing opportunities for continuous professional and technical growth consistent with Board goals and priorities adopted annually.

HIGH EXPECTATIONS
It is the policy of the Seattle School Board for the Board, the administration, teachers, students, staff, and public to develop high expectations of themselves and the Seattle School District. Teachers' high expectations for students' performance is of utmost importance in achieving academic excellence for each individual student.

TESTING PROGRAM
It is the policy of the Seattle School Board to utilize a variety of educational measurement and assessment processes and to provide for the administration of tests at the appropriate grade levels. The District's testing program shall provide an opportunity for students to be measured fairly and impartially. No school or program shall be exempt from the District testing program.

Diagnostic tests will be used to assist in measuring student attainment of the District curriculum; national achievement tests will be used at selected grade levels to measure the achievment of Seattle students against national norms.

EARLY IDENTIFICATION OF STUDENT LEARNING NEEDS
It is the policy of the Seattle School Board to identify student learning needs at the earliest possible time and to provide enrichment, remediation and/or appropriate intervention to meet these individual needs.

COURSE OF STUDY ADOPTION
It is the policy of the Seattle School Board to adopt and implement a broad course of study designed to serve the needs of students in this urban, diverse community. No course of study or course shall be added or eliminated without approval of the Board nor shall any basic alteration or reduction of a course of study be made without such approval.

DEVELOPMENT AND IMPLEMENTATION OF CURRICULUM
It is the policy of the Seattle School Board to assure consistency and continuity in the development and implementation of curriculum, to provide central direction, and to hold the teaching and supervisory staff accountable for the implementation of the curriculum. To this end, the same basic program will be taught in each school in the same grade in each subject area.

INSTRUCTIONAL OBJECTIVES
It is the policy of the Seattle School Board that instructional objectives be provided to specify desired outcomes for all courses of study K-12 in the Seattle Public Schools, that certain basic objectives be targeted for mastery by each student, and that the staff be held accountable to teach to the prescribed objectives.

TEACHING METHODS
It is the policy of the Seattle School Board to encourage and support a variety of teaching methods which promote and implement the stated curriculum of the Seattle Public Schools. The variety shall be provided through special schools and programs featuring distinct teaching methods; creative utilization of staff in a particular school to provide a variety of teaching methods; and creative utilization in individual classrooms of a variety of strategies to help students learn.

STUDENT MASTERY OF BASIC SKILLS
It is the policy of the Seattle School Board to provide intensive intervention to those students who have not mastered the basic skills, with a goal of raising the achievement of those students to grade level.

MULTICULTURAL CURRICULUM
It is the policy of the Seattle School Board that all ethnic groups in the Seattle community be represented in the District curriculum. Content regarding the history, culture, and achievement of various ethnic groups will be integrated into the instructional objectives. Representation of ethnic groups and gender must be present in textbook content and pictures, on bulletin boards, on murals, in cultural arts activities, and in school activities.

BOARD-COMMUNITY RELATIONS
It is the policy of the Seattle School Board to promote programs of community relations involving citizens, agencies, institutions and public bodies; and to encourage the public distribution of appropriate information.

PUBLIC INFORMATION PROGRAM
It is the policy of the Seattle School Board to encourage and support the public distribution of appropriate informational publications.

COMMUNICATION WITH COMMUNITY
It is the policy of the Seattle School Board to promote the educational program through the distribution of appropriate, timely information to staff, citizens, agencies, institutions, and public bodies.

PARTNERSHIP WITH PARENTS
It is the policy of the Seattle School Board to operate in partnership with parents in planning and implementing the instructional program.

COMMUNITY COOPERATION
It is the policy of the Seattle School Board to cooperate with Seattle's various communities--business, academic, religious, arts, volunteers, and ethnic/cultural--as partners in the educational process and as major educational resources.

USE OF VOLUNTEERS
It is the policy of the Seattle School Board to actively encourage and assist volunteers in all schools, as valuable resources in assisting the instructional program.

Other Policies Related to the High School Program

ACADEMIC EXCELLENCE
It is the policy of the Seattle School Board to pursue academic excellence through the development and maintenance of high academic standards designed to challenge each student to maximum potential.

COMPARISON OF STATE AND SEATTLE HIGH SCHOOL GRADUATION REQUIREMENTS

Subject Area	State Requirements	Current Seattle Requirements	Proposed Seattle Requirements
English	6	9	9
Mathematics	3	4.5	4.5
Social Studies:			
U.S. History and Government	2	4.5 (Includes American Govt. & Economics)	4.5
Washington State History and Government (unless completed in eighth grade)	1	Assumed completed prior to ninth grade	Assumed completed prior to ninth grade
World History, Geography, and Problems	2	4.5	4.5
Laboratory Science	2	3	3
Occupational Education	3	4.5	4.5
Physical Education	2 years; 90 min./week	6	State minimum
Health	0	1.5	1.5
Electives - Unspecified	25	19.5	22.5
Specified Senior Electives	0	3	0
Computer Literacy	0	0	(Long-range recommendation)
Total Credit Requirements	45*	60	60

*According to High School Graduation Requirements, A Survey of High School Graduation Requirements in Washington State (a publication of the Superintendent of Public Instruction), the physical education requirement is estimated at one credit. The report notes that this is only an estimate since the actual requirement is stated in time. The total state credit requirements (45) include this credit in physical education.

SEMINAR PARTICIPANTS

Barbara Beuschlein	- School Board Member
Terry Biggart	- Instructor, West Seattle High School
Bill Butler	- Principal, Rainier Beach High School
Joan Butterworth	- Project ACCESS Coordinator
Mary Chao	- Instructor, Holly Park Re-Entry
Ray Christophersen	- Principal, West Seattle High School
Joycelyn Dixon	- Education Relations, Pacific Northwest Bell
Dana Gray	- Assistant Manager, Seattle-First National Bank
Al Jones	- Coordinator, Special Programs
Earl Riley	- Instructor, Franklin High School
Ron Schafer	- Coordinator, Curriculum Support Services
Inge Strauss	- Community Liaison, High School Decision Seminar
Patt Sutton	- School Board Member
Roxanne Trees	- Instructor, Ingraham High School
Perry Wilkins	- Administrative Supervisor, High Schools

Seattle Public Schools

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